

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

1. AGENCY USE ONLY (Leave blank)

2. REPORT DATE
5 June 1998

3. REPORT TYPE AND DATES COVERED
Master's Thesis, 5 Aug 1997 - 5 June 1998

4. TITLE AND SUBTITLE
Self-Development and the Art of Battle Command

5. FUNDING NUMBERS

6. AUTHOR(S)

Mr. James C. Madigan

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)
USA Command and General Staff College
1 Reynolds Avenue
Fort Leavenworth, KS 66027-1352

8. PERFORMING ORGANIZATION
REPORT NUMBER

9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)

10. SPONSORING / MONITORING
AGENCY REPORT NUMBER

11. SUPPLEMENTARY NOTES

19980731 059

12a. DISTRIBUTION / AVAILABILITY STATEMENT
Approved for public release, distribution unlimited.

12b. DISTRIBUTION STATEMENT
A

13. ABSTRACT (Maximum 200 words)

This study explores the self-development process. The self-development process is framed within the Army Leader Development program. This study intends to focus on self-development and the art of Battle Command. The Army's Leader Development Program consists of three pillars: Institutional, Operational, and Self-Development; however, self-development within the Army officer corps lacks focus and purpose. The Battle Command Focused Rotation program found that the self-development pillar is the weakest and needs additional emphasis to improve its effectiveness, if it is to have any impact on leaders understanding the Art of Battle Command. DA PAM 350-58 provides an outline for the establishment of leader self-development. The focus to provide structure for self-development is lacking. Current thoughts are that the individual is completely in charge of his self-development program. This is a poor way in an age of technology and information dominance to grow leaders. With the sporadic operational experience that current leaders receive, there is a need to be more structured with the Army's self-development pillar. The correct amount of structure is debatable, as too much can be just as harmful as not enough. This analysis concludes that President Harry Truman and General George S. Patton had certain aspects of self-development in common. This study investigates the documented self-development activities of Truman and Patton. As a result, some basic tenets and dynamics need to be incorporated into the Army's Leader Development Program through the self-development pillar. The proposed tenets read, think, discuss, and write on the subject within your professional domain are intended to improve a self-development reading program. This focus is accomplished through the battle command fundamentals of seeing yourself, the enemy, and the terrain (environment) within the scope of time, space, and purpose.

14. SUBJECT TERMS
Self-Development, Battle Command, Army Leader Development Program

15. NUMBER OF PAGES
89

16. PRICE CODE

17. SECURITY CLASSIFICATION
OF REPORT
Unclassified

18. SECURITY CLASSIFICATION OF THIS
PAGE
Unclassified

19. SECURITY CLASSIFICATION
OF ABSTRACT
Unclassified

20. LIMITATION OF ABSTRACT
Unlimited

SELF-DEVELOPMENT AND THE ART OF BATTLE COMMAND

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

JAMES C. MADIGAN
B.S., South Dakota State University,
Brookings, South Dakota, 1977

Fort Leavenworth, Kansas
1998

Approved for public release; distribution is unlimited.

DTIC QUALITY INSPECTED 1

SELF-DEVELOPMENT AND THE ART OF BATTLE COMMAND

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

JAMES C. MADIGAN
B.S., South Dakota State University,
Brookings, South Dakota, 1977

Fort Leavenworth, Kansas
1998

Approved for public release; distribution is unlimited.

MASTERS OF MILITARY ART AND SCIENCE

THESIS APPROVAL PAGE

Name of Candidate: James C. Madigan

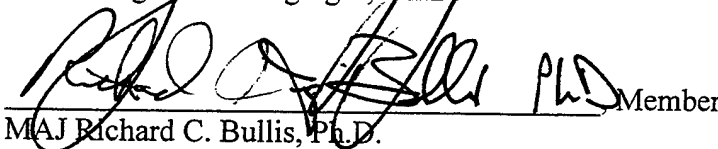
Thesis Title: Self-Development and the Art of Battle Command

Approved by:



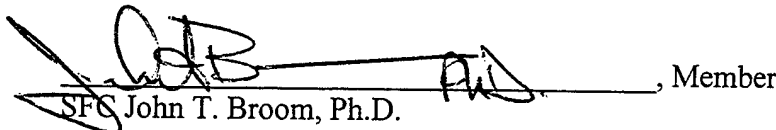
COL Douglas A. Macgregor, Ph.D.

, Thesis Committee Chairman



MAJ Richard C. Bullis, Ph.D.

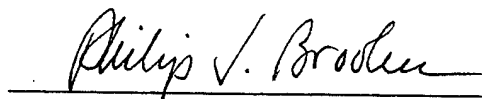
Member



SFC John T. Broom, Ph.D.

Member

Accepted this 5th day of June 1998 by:



Philip J. Brookes, Ph.D.

, Director, Graduate Degree Programs

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

SELF-DEVELOPMENT AND THE ART OF BATTLE COMMAND, by, Mr. James C. Madigan, 89 pages.

This study explores the self-development process. The self-development process is framed within the Army Leader Development program. This study intends to focus on self-development and the art of Battle Command. The Army's Leader Development Program consists of three pillars: Institutional, Operational, and Self-Development; however, self-development within the Army officer corps lacks focus and purpose. The Battle Command Focused Rotation program found that the self-development pillar is the weakest and needs additional emphasis to improve its effectiveness, if it is to have any impact on leaders understanding the Art of Battle Command. DA PAM 350-58 provides an outline for the establishment of leader self-development. The focus to provide structure for self-development is lacking. Current thoughts are that the individual is completely in charge of his self-development program. This is a poor way in an age of technology and information dominance to grow leaders. With the sporadic operational experience that current leaders receive, there is a need to be more structured with the Army's self-development pillar. The correct amount of structure is debatable, as too much can be just as harmful as not enough. This analysis concludes that President Harry Truman and General George S. Patton had certain aspects of self-development in common. This study investigates the documented self-development activities of Truman and Patton. As a result, some basic tenets and dynamics need to be incorporated into the Army's Leader Development Program through the self-development pillar. The proposed tenets read, think, discuss, and write on the subject within your professional domain are intended to improve a self-development reading program. This focus is accomplished through the battle command fundamentals of seeing yourself, the enemy, and the terrain (environment) within the scope of time, space, and purpose.

ACKNOWLEDGMENTS

To my wife, Olga, whose love, patience, and encouragement made this work entirely possible. And to my grandson Noah who helped in many ways to keep me focused. To my MMAS Committee and the MMAS staff, who answered all of my questions, kept me straight, and whose advice proved invaluable throughout this long journey. To Colonel Douglas Macgregor who stayed with me on this project no matter where he was. To Thomas L. Douthitt who provided encouragement and support throughout this project. And to George (GED) who provided unending advice and encouragement and kept me motivated.

TABLE OF CONTENTS

	Page
APPROVAL PAGE	ii
ABSTRACT	iii
ACKNOWLEDGMENTS	iv
CHAPTER	
1. INTRODUCTION	1
2. REVIEW OF LITERATURE	15
Academia Studies	15
Harry S. Truman	30
George S. Patton	31
3. HARRY S. TRUMAN	39
Background	40
Truman's Early Years	41
President and Commander-in-Chief	48
Truman and MacArthur	50
Truman and MacArthur Meet at Wake Island	54
Truman Relieves MacArthur	57
Evaluation of Truman's Self-Development	59
Conclusion	61
4. GENERAL GEORGE S. PATTON	64
Patton Prior to World War II	64
Patton During World War II	69
Evaluation of Patton's Self-Development	73
Conclusion	74
5. CONCLUSIONS AND RECOMMENDATIONS	77
BIBLIOGRAPHY	82
INITIAL DISTRIBUTION LIST	89

CHAPTER 1

INTRODUCTION

The only things we don't know are found in the history we haven't read.¹

Harry S. Truman
Plain Speaking An Oral Biography of Harry S. Truman

To be a successful leader you must know history, read it objectively.²

General George S. Patton
The Patton Mind

Background

Battle command is as old as warfare itself. FM 100-5 defines it as a combat function; battle command is the art of battle decision making, leading, motivating soldiers and units into action. It includes visualizing current state and future state. Then formulating concepts of operations to get from one to the other at least cost. It is a dynamic iterative process.

How do officers internalize and develop the fundamentals, tenets, and dynamics of battle command? The most accepted answer is that officers gain an understanding of battle command through the three pillars of Leader Development: Institutional Training, Operational Assignments and Self-Development. A critical question in an era of diminishing resources is; how can the Army improve its understanding of the art of battle command through self-development? Or more specifically, what is the role of self-development in developing the art of battle command? Currently there is a void and a lack of understanding in the role of self-development in developing battle command.

This thesis will provide some insights on how to improve the self-development pillar of the leader development process.

The art of battle command surfaced as a major concern by the Training and Doctrine (TRADOC) Commander (General Frederick M. Franks Jr.) during the summer of 1993. He felt that training, education, and doctrinal focus had moved away from how commanders' conducted their business. Technology was making great strides in the *science* of battle command, but very little was being done with the *art of* battle command. General Franks directed that the Battle Command Battle Laboratory (BCBL) establish a program that focused on the *art of* battle command. This led to the creation of the Battle Command Focused Rotation (BCFR) Program, August 1993 through December 1995. Using teams of data collectors numerous, Combat Training Center (CTC) rotations were observed, also years of archived information from previous rotations and studies were reviewed to determine how TRADOC and the Army might best select, develop, and support battle commanders.

The BCFR process produced several documents. One of the key concerns identified through the BCFR program was the tremendous void in battle command education. Self-development can help fill this educational void.

Dr. Benjamin S. Bloom developed the Taxonomy of Educational Objectives: The Classification of Educational Goals. His taxonomy was applied by BCBL to the BCFR data collection scheme. The BCFR analysis determined that his six levels of understanding could be applied to Army officer's levels of cognition. The BCFR program confirmed that all six levels (knowledge, comprehension, application, analysis, synthesis, and evaluation) were required to grasp the art of battle command. Expert battle

commanders operate at the synthesis and evaluation level. Operating at these higher levels should be the goal of all officers. Battle command fundamentals of understanding and application are the basis of the problem-solving and decision-making process. There is no cookie cutter solution to the art of battle command; it requires individual thought, group discussions, mentoring, and the individual desire to internalize battle command.³

The purpose of this thesis is to show that self-development is a key element in the development of all cognitive levels of battle command. This thesis will further provide some of the fundamentals to better understand and practice the art of battle command and its application through self-development. This will be accomplished through the study of two noted American leaders Harry S. Truman and General George S. Patton. Both displayed a successful understanding and practice of battle command gained primarily through self-development, Truman at the strategic level and Patton at the operational and tactical levels.

As a result of studying the selection, development, and exercise of commanders during the BCFR program, one of the findings was that the self-development pillar is the most illusive. Most officers do some form of self-development, but do not have a disciplined approach to its execution. Self-development should be a recurring process throughout an officer's career. It is very important that it begins early in an officer's career. The art of battle command is an evolutionary process, usually developed over time, which requires dedication and discipline to bring it to effective maturity. It requires the attention of both the individual and the commander. The growing demands on an officer's time and lack of emphasis on self-development has caused the self-development pillar to become hollow.⁴

Often officers are not given nor do they take the time to maintain a level of Skills, Knowledge, and Abilities (SKAs) to ensure that they retain the minimum level of proficiency and knowledge necessary for the profession of arms. These KSA represent the lower end of Bloom's taxonomy. The profession of arms can be associated with other professions. An example is the medical profession. A surgeon is required to have very detailed knowledge of medicine, specifically in the surgical field. He or she must stay abreast of all the latest changes and approved techniques for his profession. He does this through membership in professional organizations, subscribing to professional medical publications, and interaction (seminars, conferences, etc.) with others in his/her profession. The Army officer who aspires to the profession of arms must do so as well. An officer needs to be actively involved in his/her craft through a very similar process throughout his career.⁵

The self-development pillar of Army officer leader development is key to the success of understanding his/her profession. Through operational assignments, officers gain the hands on experience which is also an opportunity to gain additional knowledge through self-development. A disciplined process is required to maintain a professional edge. A self-development plan should be developed by the individual early in his/her career. This plan should be updated periodically, with the help and guidance of a mentor. The self-development process is shelved due to poor time management and conflicting requirements (more so now than previously). Discipline (self and directed) enforced by the individual and the commander is essential to the success of this pillar of Leader Development.⁶

Department of the Army Pamphlet 350-58 provides an outline for the establishment of a self-development program. It discusses the involvement of the individual and the commander, describing it as a continuous process throughout an individual's career. This process is rarely implemented and lacks the necessary command focus.⁷

Battalion and Brigade Commander Pre-Command Course (PCC) reveals the direct impact on self-development. The School for Command Preparation (SCP) given at Fort Leavenworth provides a diagnostic test for all attendees. It is designed to get an idea of the knowledge level of the battalion and brigade command designees (the lower end of Bloom's Taxonomy). In 1993 the average SCP test score for battalion commander designees was 72 percent. In the academic world this indicates an average performance. In the Army's assessment an average knowledge retention. Over the next few years the test scores continued a downward trend. In 1996 the results were much lower (i.e., 60 percent) to the point that the SCP cadre no longer tracked the scores. The low scores tended to embarrass the students. The test is now given only as a professional development tool for the student and can be found on the SCP homepage with the answers.⁸

A large portion of this knowledge deficit could have been prevented if self-development had been an integral part of the officer leader development process. A follow-on finding was that SCP attendees frequently complained that there was too much homework. The homework consisted of reading professional articles found mostly in current military periodicals. They were articles that the command designees should have previously read on their own. This was rarely the case.⁹

This thesis will provide a historical perspective on how two great leaders utilized self-development in maintaining a high level of military knowledge and developed an understanding of the art of battle command. Self-development is only part of the process in achieving an appreciation of the art of battle command. The tenets, dynamics, and fundamentals of battle command serve as the foundation to the implementation and understanding of self-development as well as the art of battle command. The process requires the individual to put their own thought into the analysis of information from many sources of professional interest. Harry S. Truman said, "Not all readers become leaders. But all leaders must be readers."¹⁰

During the Cold War period the Army was able to provide numerous opportunities to train and nurture the art of battle command. An example, the General Defense Plan (GDP) in West Germany provided an opportunity to teach, coach, and mentor battle command (although it was rarely referred to as such). Officers were required to be extremely knowledgeable of their unit's mission; higher, lower, and adjacent unit's GDP mission; and scheme of maneuver. Officers at all levels had to be prepared to brief their GDP and how they saw their part of the fight unfolding over their assigned areas. This required them to visualize the enemy, terrain and friendly forces, triggers for the employment of direct and indirect fires, movement of units to subsequent positions and a whole host of other actions through the different battle operating systems (BOSs). Commanders taught subordinates how to visualize the many aspects and requirements of the GDP through an informal process of battle command using many of the fundamentals, tenets, and dynamics of battle command as they are known today.

The recent Army draw down of forces has had an impact on officers and their organization's ability to maintain a satisfactory readiness and experience level. If anything the Army has shortened their experience gaining opportunities (operational assignments) considerably. The current decrease of relevant operational experience can be mitigated through an improved self-development program.¹¹

The focus of this thesis will be on the historical perspective of two leaders who understood and practiced the tenets, dynamics, and fundamentals of the art of battle command through self-development. It will look at these leaders to determine what some of the common threads are in self-development that can be shared by today's leaders.

Problem Statement

The primary research question to answer is this: How can current Army officers develop better self-development habits? To further amplify the primary research question, the following secondary questions should be addressed:

1. Are there historical examples of American leaders who used self-development as a key education tool in understanding the art of battle command?
2. What were are some common self-development threads?

Can the Army Leader Development Program improve the understanding of the art of battle command through the self-development pillar by incorporating these common threads?

Assumptions

Organizations can be improved, and human capabilities, such as "the art of battle command," can be nurtured, but perfection will never be achieved. There is no single

sequence of steps universally appropriate for battle command. Battle command activities and tasks are highly interactive. No abstract formulation can ever quite do it justice. The art of battle command should not fall into a checklist mentality, as there are no cookie cutter solutions.

1. Art supports science and the knowledge of science is a prerequisite to the application of the art of battle command; the two are mutually supporting. Knowledge of the art is prerequisite to the development of the science of battle command. The science of battle command must be understood prior to the application of the art.

2. Understanding the art of battle command can be improved through self-development.

3. The fundamentals, tenets, and dynamics of the art of battle command are reflected throughout the history of warfare.

4. Through the Army leader self-development pillar, officers can improve their understanding and practice of the art of battle command.

Definition of Key Terms

Self-Development (SD). Self-development is a planned, competency-based, progressive and sequential process that individual leaders use to enhance previously acquired skills, knowledge, and behaviors (SKBs). It is the use of experience to enhance readiness and potential for progressively more complex and higher-level assignments. Self-development focuses on maximizing leader strengths, minimizing weaknesses, and achieving individual goals. It involves a continuous process that takes place during institutional training and education and operational assignments. It is a joint effort that may involve commanders,

leaders, supervisors, and the subordinate. It includes actions structured by the individual and his commander, leader, or supervisor to meet specific individual goals and needs.¹²

Self Directed Learning. Self-directed learning (SDL) is a form of study in which learners have the primary responsibility for planning, carrying out, and evaluating their own learning experiences. Adults use people (such as friends, family, content experts) and other types of resources in this process. A personalized learning plan or contract is often used to document this type of format.¹³

Battle Command (BC). The art of battle decision making, leading, and motivating soldiers and their organizations into action to accomplish missions. It includes visualizing current state and future state, then formulating concepts of operations to get from one to the other at least cost. Battle Command also includes assigning missions, prioritizing and allocating resources, selecting the critical time and place to act, and knowing how and when to make adjustments during the fight.¹⁴

Levels of War

Strategic. Strategy is the art and science of employing armed forces with other instruments of national power to secure long range goals.¹⁵

Operational. The operational level is the link between national and theater-strategic aims and the tactical employment of forces on the battlefield.¹⁶

Tactical. At the tactical level of war, battles and engagements are planned and executed to accomplish military objectives and assigned to tactical units or task forces. These victories, put together, achieve operational results. Activities at this level focus on the ordered arrangement and maneuver of combat elements in relation to one another and

to the enemy to achieve combat objectives directed by the operational commander.

Tactics is the art and science of employing available means to win battles and engagements. Tactics is battlefield problem solving and is usually rapid and dynamic in nature.¹⁷

Scope

Through a progressive and sequential leader development process (Institutional Training, Operational Assignments, and Self-Development), leaders are provided the tools to become confident and capable combat leaders. Officers are normally provided the schooling required for their grade and the majority receive the requisite operational assignments to gain the experience that supports the formal education. This thesis will provide some of the requirements to better understand and practice the art of battle command and its application through self-development.

This will be accomplished through the study of two noted American leaders Harry S. Truman and General George S. Patton. Both displayed a successful understanding and practice of battle command through self-development, Truman at the strategic level and Patton at the operational and tactical level. The fundamentals of battle command: see yourself (friendly situation), see the enemy, and see the terrain (environment). This permits the visualization of the current and end state all through the elements of time, space, and purpose. These provide a frame of reference when conducting self-development. These may be new terms, but are old fundamentals that Truman and Patton used in most of their everyday thoughts.

The two subjects, Truman and Patton were chosen primarily due to the volume of available data that could be readily related to self-development and the art of battle command. Several others Major General Harmon, Major General Wood, Lieutenant General J. Lawton Collins and others were considered but the available information was so narrow that solid conclusions could not be supported. Each displayed some degree of self-development but generally little can be found on their reading patterns. Nor can it be shown that they followed a common pattern of read, think, discuss, and write on the subject at hand.

Importance

The Army has changed considerably since the end of the Cold War. It has a new requirement to deploy at any time for a multitude of reasons, both combat and non-combat related missions. Its new role as the world's policeman has put new demands on Army leadership. Operational experiences are becoming less and further between iterations. More time is being spent doing missions that are not in the true intent of the unit's primary mission. A growing perception is that officers are not as educated in the art of battle command as previous generations that were given different opportunities.

The Army Leadership Program has a mechanism that can help improve the understanding of battle command through additional emphasis on the self-development pillar of leader development. The civilian adult education community refers to self-development as self-directed learning and has regimented thoughts on the execution to the point that most educators only see it as an extension of the classroom. The Army on the other hand has very little, if any, structure to the self-development pillar of leadership.

It leaves the preponderance of the learning how to learn through self-development totally up to the individual. The contention of the author is that the Army needs to provide some supervised structure and focus for individuals to follow. This supervised structure and focus may not be as regimented as the civilian sector; however, some discipline that provides a sense of direction for self-development is needed.

This study will enhance the understanding and significance of self-development as an integral part of the Army's Leader Development process. It will provide a point of departure for leaders at all levels to establish or improve their self-development program.

Conclusions and recommendations will be provided that will demonstrate how the self-development component of the leader development process can be used to better understand the art of battle command.

Methodology

The initial stage of this research project required finding subjects who had used self-development to develop they're understanding of the art of battle command and were well documented. There are numerous American leaders who used self-development in some fashion, but none as well documented as Truman and Patton. The implementation of self-development in the Army is relatively new and only in the last twenty or so years has the civilian community conducted any detailed research.

The review of literature presented in chapter 2 focuses to the fullest extent on well- documented multiple examples of self-development. Chapter 2 also discusses the civilian adult education model known as Self-Directed Learning (SDL). Self-directed learning provides information on the approach that the civilian adult education has taken.

The third and fourth chapters focus on Harry S. Truman and General George S. Patton provides examples of self-development and how it improved their art of battle command. The last chapter provides conclusions and recommendations.

¹ Merle Miller, Plain Speaking An Oral Bibliography of Harry S. Truman, (New York: Berkley Books, 1984), 19.

² Roger H. Nye, The Patton Mind, (Avery Publishing Group Inc., Garden City Park, New York, 1993), 147.

³ Battle Command Battle Laboratory, Battle Command: Leadership and Decision Making for War and Operations Other Than War, (Pamphlet, Draft 2.1). Fort Leavenworth, KS: 22 April 1994, 2-8 and 47.

⁴ Spears John A., Colonel Emil K. Kluever, Colonel Michael T. Matthies, Lieutenant Colonel William L. Lynch, Lieutenant Colonel Thomas L. Owens. Striking a Balance in Leader Development: A Case for Conceptual Competence. National Security Program Discussion Paper Series, 92-02, 31-35, 38-42.

⁵ Ibid., 35.

⁶ DA Pam 350-58, Leader Development for America's Army. Washington, DC: Headquarters Department of the Army, 13 October 1994, 31-33, 40-44.

⁷ Ibid., 40-41.

⁸ Ibid., 40-45.

⁹ Information was provided from informal interviews with School for Command Preparation instructors in October 1993 and March 1996.

¹⁰ Merle Miller, Plain Speaking and Oral Biography of Harry S. Truman, New York, NY: Berkley Books, 1984, 22.

¹¹ James C. Madigan, Major and Dodge, George E. Major. "Battle Command: A Force XXI Imperative," Military Review, November 1994, 29-31.

¹² DA Pam 350-48, 40-41.

¹³ Merriam, Sharon B., and Rosemary S. Caffarella. Learning in Adulthood. San Francisco, CA: Jossey-Bass Publishers, 1991, 40-41, 149.

¹⁴ FM 100-5, Operations. Washington, DC: Department of the Army, 1993, Glossary I.

¹⁵ Ibid., 6-1, 6-2.

¹⁶ Ibid., 6-2.

¹⁷ Ibid., 6-3.

CHAPTER 2

REVIEW OF LITERATURE

Academia/Studies

A review of the relevant literature yielded a great deal of information. Self-Directed learning (SDL) literature and studies continue to grow as the civilian community develops its thoughts on the subject. Learning as a self-directed activity, learning outside the confines of formal education and training programs, and learning on one's own are the ways most adults go about acquiring new ideas, skills, and attitudes. Some adult educators have overlooked this context for learning or considered it less important than the learning that takes place in formal settings under the direction of a teacher or instructor.¹

SDL is a form of study in which learners have the primary responsibility for planning, carrying-out, and evaluating their own learning experiences. Academic researchers contend that this form of study can take place both inside and outside of institutionally based learning programs: being self-directed in one's learning is a natural part of adult life.²

Learning on one's own does not necessarily mean learning alone; individuals often use other people as helpers and resources in their SDL activities. Many adult educators make the point that SDL has always been the paramount means of learning, but it is constantly being rediscovered.³ Some educators estimate that approximately 90 percent of the population participate in at least one SDL activity per year. The typical

learner is involved with five distinct areas of knowledge or skill and spends an average of 100 hours per project.⁴

SDL has only recently, in the last twenty years or so, been of interest to the academic community. It has been of interest to the business community only very recently, last five years or so. Through Business Process Reengineering businesses have found that it is more productive to encourage self-development (self-directed learning) to its employees because they can use it as a gauge to determine production and job satisfaction. They have found that those employees who make an effort in self-development are their most productive. Some senior business managers are predicting that self-development will replace the traditional career management process.⁵

Albert Wiggam, the author of The Marks of an Educated Man in 1925, could have just as easily been writing about self-development. He unintentionally provided many key insights to self-development. "It is the first of all the marks of an educated man: He keeps his mind open on every question until the evidence is all in. It does not matter greatly what a man knows or how much he knows. The thing that separates an educated man from an uneducated man more than anything else is how he learned what he does know."⁶

It is never too late to learn. Age is not a major factor mediating in learning as was once believed. Psychologists believe that the best time to learn a thing is just before you are going to use it, whether you are seven, seventeen, or seventy.⁷

Woodrow Wilson as a professor of jurisprudence at Princeton University gave a lecture that outlined the requisites of an educated man. He basically determined that there are four essential ingredients. An educated man:

1. Must know the general history of the world.
2. Must know the history of human ideas. This is accomplished through the study of men's general political, commercial and social history, of course, this leads naturally into the history of ideas that have animated them through all these processes and changes and that have given them their philosophies, outlooks and ideals.
3. Must know one science. Understanding a science enables the mind to become organized with its knowledge and thinking. It solidifies and strengthens his memory. It is a key element in developing an expertise in a selected area.
4. Must know one language, preferably his own. Many leading psychologists believe that the degree to which a man can use his own mother tongue is, perhaps, the best test we have of his intellectual ability.⁸ "A man does not know his native tongue until he can speak it clearly, distinctly and beautifully to his fellow men."⁹

If military leaders do not know the lessons of history and understand what has been tried and done in the past concerning victories and defeats then they are successful only by luck, and will most often fail. It is the responsibility of each generation to learn the lessons of the past, to do otherwise would be foolish and irresponsible. When the leaders do learn the lessons of history, it is their responsibility to teach their subordinates. The command relationship and climate that the leader has developed in his organization will determine if the subordinates believe and take to heart the lessons. "Many a brave leader has fallen, not because his teachings were unwise but because his followers distrusted his vision and wisdom when he begged them to heed the clear lessons of history."¹⁰

These excerpts from Wiggam provide evidence that self-development is important as it enables leaders to gain a mastery of the world. Self-development provides an education and a sound perspective on the great ideas that have guided men down the centuries.

Immersion in your profession as a military leader requires that you must be more than a browser that gains only a smattering of information from a thousand and one subjects. You must achieve a mastery of some field of knowledge about which to organize your whole knowledge. Otherwise you will never know anything for certain and you will not have a large enough body of information to organize your knowledge nor be able to remember what new things you learn. Your knowledge will not become a progressive mastery of your profession because you will forget about as fast as you learn. The fundamentals, tenets, and dynamics of the art of battle command provide the focus and nucleus to organize your thoughts and knowledge. With this focus your self-development program can assist you to become a master of your profession.¹¹

The warrior spirit is a misunderstood term. Many believe it only to mean superb physical readiness, outstanding tactical and technical competence, and extraordinary courage. These are the basic requirements to lead from the front. This is important and consumes a leader's time and focus. The warrior spirit goes much deeper than that. It requires an imbedded devotion to duty that is difficult to achieve through the standard officer development process.¹²

Although the institutional and operational requirements are important and necessary, they do not provide the officer with all the needed skills. Self-development is a key that provides the mental readiness that will prepare officers for most of the challenges that they may face. Mental readiness is required as a part of the institutional and operational leader development pillars and can be enhanced through self-development. Reading, thinking, discussing, and writing within the context of battle command provides a focus and meaning to all segments of the military profession, across

all battlefield operating systems (BOSSs), and branches. This maintains and improves the warrior leader's ability to think, to develop mental agility, analyze, and develop a vision for success.¹³ "This means that the warrior leader uses intellect to solve problems and find solutions."¹⁴

Colonel Spears and a committee of colonels wrote Striking a Balance in Leader Development: A Case for Conceptual Competence, for the National Security Program Discussion Paper Series in 1992. They determined that there are eight issues that must be addressed and resolved if the Army is to improve and align leader development with doctrine. One of their issues deals with self-development and the need for focus and emphasis. "Although Military Qualifications Standards III (Coordinating Draft) appropriately called the self-development pillar the most dominant and further states that the reading and self-assessment components are mandatory, there is no mechanism for generating motivation on the part of the individual officer."¹⁵

Colonel Spears study further identifies the need to determine what competencies are needed at each level of an officer's career. When they are identified they should be aligned and evaluated using Bloom's Taxonomy of Understanding. Bloom identifies six levels of understanding: knowledge, comprehension, application, analysis, synthesis, and evaluation. These same levels of understanding were adopted by the BCFR program as inherent with the understanding of battle command. Spears and his committee determine that to improve the cognitive ability of officers the Army needs to align school curriculum to the appropriate level of understanding. An example that is identified in the study is that senior leaders should be required to operate at the synthesis and evaluation level due to the complexity of the jobs. The BCFR program came to similar conclusions

when they found that commanders during rotations at the Combined Training Centers (CTC) usually were operating at the knowledge and comprehension level of understanding. The BCFR findings showed that commanders should have been operating at the synthesis and evaluation level. Colonel Spears and his committee further determined that early in an officer's career the development of conceptual skills need to be taught.¹⁶ "Therefore, it is surprising that it is not until the twentieth year of service, when the officer attends a Senior Staff College, that the first serious attempt is made to develop conceptual skills (how to think, not just what to think)."¹⁷

The Army as well as behavioral scientists acknowledge self-development as a critical element of the leader development process. "It is, however, the least mature pillar of the Leader Development Model. Responsibility for this area is placed squarely on the individual officer, and perhaps for this reason, self-development is not yet uniformly accepted, structured, disciplined, or evaluated."¹⁸ In the conclusions of Colonel Spears and his committee's study they provide seven proposals to improve officer's professional conceptual competence. Several of interest are:

Require mentors at the Command and General Staff College and Senior Staff College to discuss results of the leader development inventories with the assessed officer and jointly generate self-development activities. Require specific comments on officer evaluation reports to address evaluation of an officer's self-development activities. Merge the professional reading program and organizational officer development programs so as to achieve collaborative learning.¹⁹

The intent of the cognitive competence paper was to encourage key Army leaders to look closer at the Army's Leader Development Program as it moves into the twenty-first century. The changing environment and technological advances that are effecting the Army shows that it should look closely at how leaders are being developed. The

relationship that they make with conceptual competency and Bloom's Taxonomy is similar to that of the BCFR program recommendations.²⁰

Benjamin S. Bloom and a committee of college and university examiners developed and published a book titled Taxonomy of Educational Objectives: The Classification of Educational Goals. The book provides a structure for teachers and students to determine the level of understanding that they may strive to attain. The taxonomy is broken down into six elements: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Most educational endeavors can be identified with one or more of the elements. It can be related to officer development and battle command through the officer career progression program. At each level of an officer's career he should be further developed in parallel to the taxonomy.²¹

Officers will combine doctrinal methodologies with their own intuition to make tactical decisions. The ratio of art to science will vary according to time. Knowledge of the science of war fighting is a fundamental requisite to performing the art of battle command. Officers gain the science (knowledge, comprehension and application) of battle command through doctrinal methodologies (institutional training) throughout their career (time). Officers gain the art (analysis, synthesis, and evaluation) of battle command through experience, judgement, and intuition primarily during operational assignments. Self-development provides a third dimension to the officer leader development process enabling him to retain and improve both the art and science of battle command. These aspects of battle command knowledge, skills, and behaviors build one upon the next and may be developed in an individual over time with proper leader

development. Battle commanders must be able to analyze, synthesize, and evaluate in order to visualize and conceptualize.²²

Blooms Taxonomy provides a method of describing and defining groups of educational objectives. The six elements of Blooms Taxonomy can be related and applied to how officer's understand and learn their profession and battle command. Bloom and his associates applied definitions to each element; these are useful and can be applied to self-development.²³

The six definitions can be related to how officers should retain information. The following is an example of how that relationship can be made.

1. Knowledge, as defined by Bloom contains the recall of specifics, of methods and processes, structure or setting, terminology (specific symbols), specific facts (dates, events, persons, places and others), ways and means of dealing with specifics (organizing, studying, judging, and criticizing). These factors of knowledge can be applied to the officer thought process. To gain and improve an officer's knowledge base he or she should memorize certain elements like weapons ranges both friendly and enemy; rates of vehicle movement, logistical requirements and others. Officer's should learn and retain specific dates, events, places, etc. and be able to relate processes and directions with respect to time.²⁴
2. Comprehension, is the lowest level of understanding. The individual knows what is being communicated and can make use of the information provided. It requires the ability to translate, interpret, and extrapolate information. These comprehension factors can be applied to an officer's ability to understand standard operating procedures, policy letters, command guidance, and others.²⁵
3. Application. "The use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied."²⁶ Officers use of application can be related to doctrine, regulations, operation orders, missions (field and garrison), personnel issues and others.²⁷
4. Analysis. The breakdown of a communication into elements, relationships and organizational principles. "The ability to recognize unstated assumptions. Skill in distinguishing facts from hypotheses. Ability to check the consistency of hypotheses with given information and assumptions. Skill in comprehending the

interrelationships among the ideas in a passage. The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning. Ability to recognize the general techniques used in persuasive materials, such as advertising, propaganda, etc.”²⁸ Officers’ use of analysis can be related to determining the implied tasks for a mission or operation order. The ability to extrapolate information from documents to pull only the information needed for his or her use. The ability to develop critical information requirements for the execution of specific missions. The ability to assimilate information from commanders critical information requirements (CCIR), friendly forces information requirements (FFIR), priority information requirements (PIR), and essential elements of friendly information (EEFI).

5. Synthesis. It is the production of unique communications, the production of a plan, or the development of a set of abstract relations. “The putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern of structure not clearly there before.”²⁹ Officer’s development and issuing an operation order develop and publish a training plan, write officer efficiency reports, write standard operating procedures and others. The ability to formulate and develop concepts of operations. Develop the ability to visualize the battlefield.³⁰

6. Evaluation. The ability to judge the value of material and methods for given purposes. Ability to use internal evidence and external criteria. The ability to determine logical approaches to issues and problems. The ability to use external standards and make comparisons to determine the best solution or recommendation. The officers’ ability to determine the best course of action based on staff estimates, direct and implied guidance. The ability to give recommendations and guidance based on tactical analysis. The ability to communicate his or her vision of how a mission will be accomplished through what the current state is and future state will look like of the friendly and enemy forces. The ability to visualize the mission before, during and after. The ability to keep running estimates, when and what decisions need to be made for mission success. His or her ability to see the enemy, see friendly forces, see the terrain in terms of time, space and purpose.³¹

The culmination of this movement through Blooms Taxonomy should enable the officer to visualize the battlefield and execute the battle command fundamentals.

Visualizing the battlefield results from being able to see the enemy, the terrain and friendly units in terms of how these elements relate to each other in terms of time, space and purpose. Seeing the terrain is the result of identifying decisive terrain; knowing the

effects of terrain on enemy forces and your forces. Seeing the enemy is the result of knowing their capabilities and limitations; identifying enemy strengths and weakness; attacking enemy weakness and avoiding enemy strengths; and integrating the threat with terrain and your mission. Seeing yourself in terms of time space and purpose is the result of knowing strengths and weaknesses of your units and your subordinate commanders; knowing friendly capabilities and limitations; knowing how to integrate the battlefield functions with the dynamics of combat power. The commander must be able to articulate his visualization of current and future states and his concept of operations so that they are understood by soldiers at least two echelons down.³²

Officers should be able to assimilate, analyze, and synthesis information to evaluate the situation. Officers following Blooms Taxonomy should be able to compute requirements, generate options, allocate means, integrate the effort and synchronize the fight for what ever mission they are assigned.³³

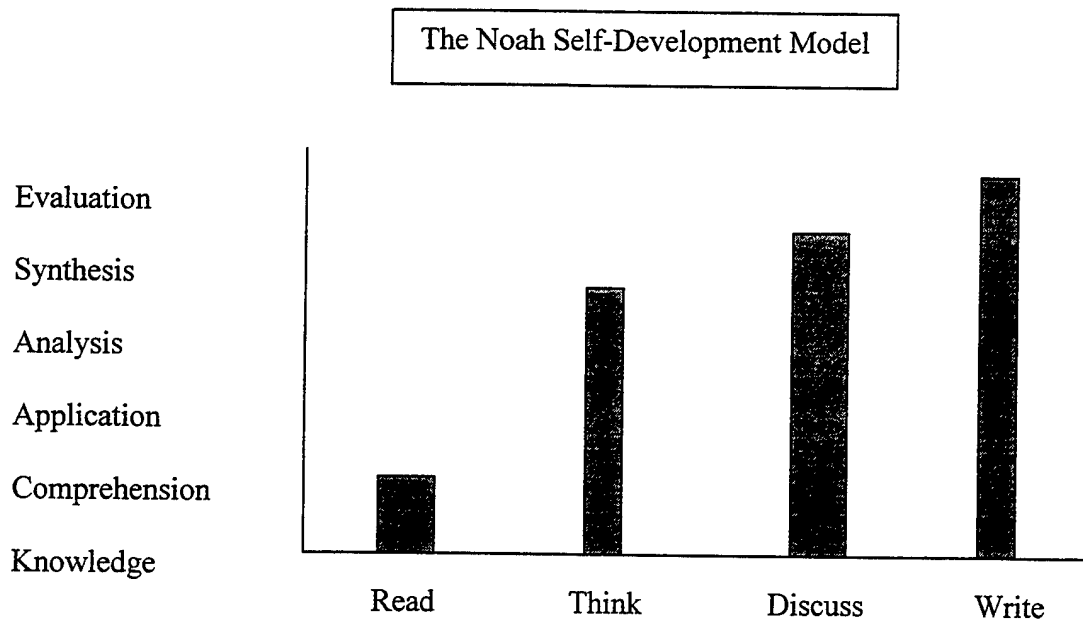
The proposed elements to improve a self-development program are read, think, discuss, and write about the topic.

1. Read. Officers should read history (it can apply to all reading topics) with a focus on the fundamentals of battle command in order to gain the knowledge and comprehension level of Blooms Taxonomy.
2. Think. Officers should think about what they have read and organize their thoughts to enable them to be at the application and analysis levels of Blooms Taxonomy.
3. Discuss. Officers should discuss their thoughts on the readings with peers, superiors and mentor to reinforce or conclude thoughts generated from the readings. This should enable them to reach at least the synthesis level of Blooms Taxonomy.
4. Write. Officers should capture their thoughts from their readings and discussions for future use. The writings can be in many forms: dairies, note cards,

journals, or for publication. The writing of key points and areas of interest should reinforce his or her understanding of the topic or issue and that he or she is at the synthesis and evaluation level of understanding.

These elements linked with Blooms Taxonomy and the fundamentals of battle command should improve the officers understanding and execution of battle command.

Figure 1 provides a simplified model of how this method of self-development can be followed. The self-development model couples Blooms Taxonomy, the proposed elements for self-development, and the fundamentals of battle command to provide a focus for a self-development reading program.



When you read, think, discuss, and write about elements of your profession, individuals should use the fundamentals of battle command to focus their efforts. The fundamentals of battle command: see yourself (friendly forces), see the enemy, and see the terrain (environment). This permits the visualization of the current and end state all through the elements of time, space, and purpose.

Figure 1.

The elements of self-development in the Noah Model provide the method that an individual can use to move through the six levels of Blooms Taxonomy. This method can enable the individual to reach the desired level of understanding for battle command. The ability to read, think, discuss, and write may overlap into different levels of the Taxonomy. This movement back and forth within the model may occur based on the individual's ability to recall information as some subjects will be more complex than others. The elements of comfort and experience with the subject/information may also impact the officer's movement within the model. So movement within the model is not absolute only a guide or a goal. It is dependent on the individuals level of mental agility and ability to retain information.

Reading of professional documents whether it is technical manuals, field manuals, historical documents or books should provide the reader with critical information that he or she can use. The reader should determine what information he or she is trying to obtain and focus their effort to that end. An example, officers may determine a need to read and memorize weapons ranges of friendly and enemy equipment and commit it to memory. This falls by definition into the knowledge and comprehension levels, as they require individuals to recall specific facts (knowledge) and an ability to understand and communicate (comprehension) the information provided.

Thinking about what has been read can move the individual into the application and analysis levels of the model. An example: the need to build an engagement area for a battle position requires the ability to take the knowledge (facts) and comprehension (the meaning and importance), apply the application (principles, rules of procedures) and analysis (determine the different elements, relationships, and organizational principles) to

the building of the engagement area. The engagement area requires certain parameters (battle position, firing positions, target reference points, etc.), to be built and understood by the elements (units) that will execute the engagement area.

Discussion with peers, subordinates and superiors of what has been gained through the development of knowledge, comprehension, application, and analysis should challenge (enable) the individual to move to the synthesis level. The synthesis level is the ability to take all the information gained and developed and put into a whole thought, a plan or a proposed operation. An example, a discussion on engagement areas by each member of a group provides the individual thoughts on how the engagement area should be established and executed and through group discussion. This exchange of ideas and information should reinforce the individual's understanding of the requirements necessary to build and execute a successful engagement area or help clarify his misunderstanding. The interaction generated with several peers or with superiors should assist in understanding the mechanics and standards of building an engagement area.

An additional synthesis example, as part of a unit Officer Professional Development Program (OPD) the commander requires all officers to read Sun of the Morning Star. With the guidance for each officer to determine what tactical mistakes Custer may have made in the disposition of forces at the battle of the Little Big Horn. Some of the discussion could be focused on what information did Custer have and when. How did Custer interpret the battlefield information? What might have each officer (OPD) done differently. This should require the officer to look at key events and information that Custer had available.

How could Custer have better used the information he had? Would it have changed the outcome of the battle? For example, sending Benteen on a cold trail looking for the Indian main body, sending Reno to attack the main village without support, and Custer not going to Reno's aid, if needed, as promised. This example can be tied to building an engagement area; Custer failed to understand his enemy and could not effectively determine where and how he was going to defeat the Indian forces. This exchange of ideas through an OPD session should generate individual thought and understanding on how and why some battles are fought. Each officer in the OPD session should be able to gain additional knowledge and understanding from each other through the discussion process. The officers should begin the OPD at a certain level of understanding of the topic and depart the OPD at a higher level of understanding.

Writing through the use of note cards, journals, diaries, etc., should provide the reinforcement necessary for the individual to reach the evaluation level. At the evaluation level the individual should have gained the necessary information from reading (gaining knowledge and comprehension), thinking (application and analysis), and discussing (synthesis), to enable him to judge and apply standards and judgment of an effort. This judgment is usually applied with the information retained in the application of the read, think, and discuss elements. An example, an officer as a commander has directed that subordinates build engagement areas in their sector and he has provided the requisite guidance. The commander recognizes the limitations on the subordinate commander, but also understands the subordinate's part in the overall plan. He is able to evaluate the subordinate's engagement areas based on his knowledge, comprehension, application, analysis, and synthesis of the information and understanding that he has

gained from reading, thinking, and discussion of engagement areas. The commander should be able to evaluate and judge the effectiveness of his subordinate element preparation of the engagement area. This is accomplished through making judgments about the value, purpose, idea, or solution that is arrived at to accomplish the task. For example, a commander evaluates a subordinate engagement area using the facts associated (knowledge), ability to communicate the pros and cons (comprehension), applying technical principals (application), are all avenues of approach and “dead space” covered (analysis), does the engagement area incorporate the intent and purpose for that engagement area. The commander should be able to demonstrate his ability to judge whether or not the engagement area will satisfactorily destroy the enemy at the desired place and in support of a specific event or time. The commander should be able to evaluate the engagement area based on how he sees the enemy scheme of maneuver and objective in relationship to his own forces and the terrain. Additionally, the commander should be able to communicate any corrections necessary to bring the engagement area within acceptable standards. This is the level (evaluation) of understanding that officers should aspire to attain in order to understand the art of battle command.

The ability to reach the different levels within the model in figure 1 is flexible. The individual movement is dependent on many things, some considerations are: information flow, knowledge retention, communication skills, and commitment of the individual.

Harry S. Truman

Truman was one of the only presidents that left a well-documented record of his life. Truman's letters to his wife alone number in the thousands. Truman is one of the few presidents that consistently maintained a diary. Truman by David McCullough, is very well written and received a Pulitzer Prize. He describes and provides the details, the success, and the tragedies of Truman's life. Plain Speaking, An Oral Biography of Harry S. Truman by Merle Miller, provides an outstanding opportunity to read about Truman's thoughts throughout his life, through an oral biography. Miller brings out the personality of President Truman. He provides a multitude of examples of how Truman incorporated self-development in his many endeavors including army battery commander, farmer, businessman, politician, and President of the United States.

Some other books that provide self-developmental insights and information about Truman are: The Words of Harry S. Truman, by Robert J. Donovan; MacArthur Reminiscences, The Great Commanders series; Douglas MacArthur, The Far Eastern General by Michael Schaller; This Kind of War, by T. R. Fehrenbach; The Marks of an Educated Man, by Albert E. Wiggam; The Truman Administration (A Documentary History) edited by Barton J. Bernstein and Allen J. Matusow; General MacArthur and President Truman (The Struggle for Control of American Foreign Policy), by Richard H. Rovere; Off the Record (The Private Papers of Harry S. Truman) edited by Robert H. Ferrell and Arthur Schlesinger, Jr.; and The Truman Presidency, edited by Michael J. Lacey. They all provide insights and background on President Truman's life, specifically his education, experience, interpersonal skills, and his perspective on major issues. These documents allow research to be gathered on the self-development of Harry S. Truman.

Several of the books provide an additional perspective of General MacArthur and his relationship with President Truman.

Wiggam provides insights on the importance of education, not only institutional but also on self-development. "To become perfectly educated is impossible, but to try to become educated is education, as nearly perfect an education as one can have."³⁴ Harry S. Truman personifies Wiggam's maxim on education and the marks of an educated man.

Truman's ability to begin a form of self-development at an early age and his ability to retain and improve this process for gathering information throughout his life is an excellent example for military leaders to use as a self-development technique.

Some current scholars advocate that self-development can be a daily occurrence. It is an individual's ability to focus information collection based on an internal personal desire and not an external requirement with an internal focus of control. Watching a history program or reading a book to broaden your desire to know more about a particular subject are examples of self-development.³⁵

George S. Patton

General Patton kept extensive notes and a diary throughout World War II. He used these documents to put together a book titled War As I Knew It. It captures his thoughts and feelings on war from July 1942 to early December 1945. It was published under the supervision of his wife Beatrice. War As I Knew It furnishes many examples of how commander's can learn from history. He provides examples and recommendations on how senior leaders can teach, coach and mentor in a combat environment. He explains in detail his thoughts on war and battle command. He gives

several examples of how he mentored and coached his subordinates. "I told Milikin (Commanding General, III Corps) to send up all the senior officers of his Corps staff to do duty with their opposite numbers on the Army staff, so that when he became operational, he would know what to expect."³⁶

General Patton writes an excellent accounting of his participation and activities during World War II. In his last two chapters, "Reflections and Suggestions" and "Earning My Pay," he gives excellent thoughts that can be easily related to self-development and the art of battle command. "Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."³⁷ "There is much talk about loyalty from the bottom to the top. Loyalty from the top down is even more important and much less prevalent. In terminating these remarks, it is sad to remember that, when anyone has fairly mastered the art of command, the necessity for that art usually expires--either through the termination of the war or through the advanced age of the commander."³⁸

Roger Nye's book entitled The Mind of Patton has succeeded in capturing the many elements of General George S. Patton's self-development habits. Nye's aspect of Patton clearly demonstrates his total professionalism and career dedication. Nye clearly demonstrates that the attainment of high rank in a military profession demands ceaseless concentration and study, and the time to allocate to it.³⁹

Nye explains that there are several theories that might explain how some leaders become great and others not. The one that he feels is the most accurate is that those who achieved greatness did so outside of institutional education, although it was important, through a very intense and lifelong self-study of their profession. Nye's book The Mind

of Patton is intended to provide an example of one of our countries greatest military leaders and how self-development was a key part in his success with understanding battle command. Further, Nye wants to provide an example for other's to emulate and develop their own patterns of military study.⁴⁰

Martin Blumenson wrote the Patton Papers and was the first author who had been given access to all of General Patton's documents. Blumenson provides a very interesting portrayal of Patton. His ability to tie Patton's many documents (mostly diary entries and letters) together to give a clear understanding of Patton's thoughts helps capture his self-development techniques. Patton provides several examples of ways to improve individual understanding of the military art through the study of history. "A picture without a background,' he wrote, 'is both uninteresting and misleading. Hence, in order to paint you an intelligent picture . . . as it exists today, we must provide an historical background.' And to discuss the development of mechanized forces he started with the Trojan War in 1096 B.C."⁴¹ Patton had maintained a very complete set of documents over his lifetime. Blumenson captures many key points that display Patton's self-development and that he read, thought, discussed and wrote about the many military subjects. Patton had started keeping journals and capturing thoughts from his large amount of reading early in his career. Blumenson notes that in 1910 or 1911 Patton began to seriously write and capture his thoughts on paper. "He was not yet the polished writer he would become, but he was in the process of evolving a personal style of his own. He was learning to organize his thoughts on paper, to question dogma, to look behind the immediate meaning of statements, regulations, and fixed beliefs."⁴² The

Patton Papers provide a multitude of examples of how Patton developed his military thoughts and career through self-development.⁴³

Robert H. Patton wrote The Patton's: A Personal History of an American Family, he provides new insights of General Patton's thoughts and his career. Robert Patton is the first to capture a relatively clear picture of the Patton family military history, which helps too better understand his grandfather General Patton. He provides additional self-development indicators for General Patton. "Georgie never stopped developing as a soldier. He was always studying, questioning, innovating, and experimenting to find the best means of winning wars."⁴⁴

Carlo D'Este authored the book Patton: A Genius For War and provides a comprehensive biography of General George S. Patton. There have been numerous books written on Patton. D'Este provides in one document a complete history of Patton and includes not only his military but also his personal life. D'Este provides several examples of how Patton was an avid reader and student of military history. "He was an authentic intellectual whose study of war, history, and the profession of arms was extraordinary. His memory was prodigious as was his intellect."⁴⁵

D'Este provides some interesting information that is not well known about the life of Patton. His ability to tie the major events of Patton's life together provides interesting reading. He gives many examples of the personality clashes between the senior leaders both American and allied. He also provides examples of how Patton had an intuitive ability to determine capable commanders and how he could teach and mentor his subordinate commanders prior to battle. "Patton also stoutly defended his generals. In Normandy, Patton was informed that Eisenhower had assigned a certain general to

command a Third Army division, and at once protested (in vain) that he did not want the incompetent so-and-so serving under him. Shortly thereafter Patton's worst fears were realized, when the officer made such a hash of things that Eisenhower directed his relief. 'No way,' countered Patton to his perplexed friend, who reminded him that he hadn't wanted the general in the first place. 'True, but he was one of your spare generals then. Now he is one of my generals. I'll straighten him out myself.' And he did."⁴⁶

D'Este provides many examples throughout his book of Patton's self-development experiences. Patton was an avid reader of many topics and wrote numerous articles and papers based on what he had learned and experienced. Patton like Truman read, thought, discussed, thought some more and wrote about the many different subjects that held his interest. "Patton was a complete student of military history who should be remembered for his achievements as a trainer of troops, and for his tactical innovations and military writings."⁴⁷

D'Este captures many of the important aspects that interest military historians and officers who strive to develop the ability to reach the synthesis and evaluation level of Blooms Taxonomy. Patton did virtually everything possible to mentally prepare himself for war. He accomplished a significant portion of this ability through self-development. "By the time he went to war Patton had read and absorbed virtually every book in English of any significance about mobile warfare. Including a 1941 War Department translation of an article in the *Frankfurter Zeitung*, which recounted that the German tanks operated as much as one hundred kilometers ahead of the advancing armies. When Patton 'went off to war he was America's most effective advocate of a daring armor doctrine.'"⁴⁸

¹ Merriam, Sharon B. and Rosemary S. Caffarella. Learning in Adulthood. San Francisco, CA: Jossey-Bass Publishers, 1991, 41-42.

² Ibid., 41.

³ Ibid., 42-43.

⁴ Ibid., 45-46.

⁵ Guest, David, Davey, Kate Mackenzie. People Magazine, Don't Write off the Traditional Career, 22-25.

⁶ Wiggam, Albert E. The Marks of an Educated Man. Indianapolis, Bobbs-Merrill Company, 1930, 244.

⁷ Ibid., 286-289.

⁸ Ibid., 288.

⁹ Ibid., 285-286.

¹⁰ Ibid., 288.

¹¹ Ibid., 290-291.

¹² Bahhenson, John C., and Robert W. Cone. "Defining the American Warrior Leader." Parameters, December 1990, 24-28.

¹³ Ibid., 24-25.

¹⁴ Ibid., 26.

¹⁵ Spears, vi-viii.

¹⁶ Spears, 34-35

¹⁷ Spears, 35.

¹⁸ Spears, 38.

¹⁹ Spears, 87.

²⁰ Spears, 87-88.

²¹ Bloom, Benjamin S. (Editor). Taxonomy of Educational Objectives, New York, NY: Longam, 1984, 201-207.

²² Ibid., 47.

²³ Ibid., 45-50.

²⁴ Ibid., 186-189.

²⁵ Ibid., 190-191.

²⁶ Ibid., 191.

²⁷ Ibid., 191.

²⁸ Ibid., 191-192.

²⁹ Ibid., 192.

³⁰ Ibid., 192.

³¹ Ibid., 193.

³² James C. Madigan, Major and Dodge, George E. Major. "Battle Command: A Force XXI Imperative," Military Review, November 1994, 44-47.

³³ Ibid., 47.

³⁴ Wiggam, ix.

³⁵ Peters, John M. Peter Jarris and Associates. Adult Education. San Francisco, CA: Joseey-Bass Publishers, 1991, 322-329.

³⁶ Patton, George S. War As I Know It, New York: Bantam Books, 1980, 149.

³⁷ Patton, 338.

³⁸ Patton, 346.

³⁹ Patton, 346.

⁴⁰ Nye, Roger H. The Mind of Patton, New York, NY: Avery Publishing Group, Inc., 1993, vii-viii.

⁴¹ Blumenson, Martin The Patton Papers, Vol I, 1885-1940, Boston, MA: Houghton-Mifflin Co., 1972, 17.

⁴² Blumenson, 243.

⁴³ Blumenson, 240-245.

⁴⁴ Patton, Robert H., The Pattons, New York, NY: Crown Publishing, Inc., 1994, 223.

⁴⁵ D'Este, 4.

⁴⁶ Ibid., 574-575.

⁴⁷ Ibid., 811.

⁴⁸ Ibid., 811.

CHAPTER 3

HARRY S. TRUMAN

Throughout history, self-development has been a vital component of strategic leadership. President Harry S. Truman is one of the most noted strategic leaders in recent American history who relied extensively on self-development. President Truman epitomizes a self-developed leader. For various reasons he took it upon himself to develop and expand his knowledge in numerous subject areas.

Most notable leaders learn and develop their professional skill through a formal institutional process. Harry Truman, however, only achieved a high school diploma. He developed his knowledge base and learned the art of leadership primarily through self-development and experience. The relief of his most senior field commander General Douglas MacArthur during the Korean War, is a prime example of how Truman relied on his self-development.

This chapter will provide some insights on how self-development was an important enabler in Truman's decision making process. It will answer the question, "What did President Harry S. Truman do to prepare himself to make key military decisions at the strategic level?" Specifically, the chapter will demonstrate how self-development prepared him for his strategic leadership role as president of the United States. The high point of his role as commander-in chief was his decision to relieve General Douglas A. MacArthur as the Commander of the Far East Command and the United Nation forces during the Korean War (conflict). This chapter will provide some

insights on how self-development was an important enabler in his decision making process.

This chapter will focus on those areas that provide examples of how self-development can be attributed to Truman's ability to improve his knowledge and decision-making ability and how it can be associated to battle command. It is not my intent to document how he got to be president nor to discuss any other controversial aspects of his presidency. It will focus on his actions and the self-development that led to his relief of General MacArthur.

Background

There are several specific points and periods in Truman's life that explain how self-development had a major impact in his life. Some that will be discussed here are his early years and influence of his family, his experience in World War I, and his years as a US senator. There are several other illustrations where his self-development and experience provided him the knowledge with which to make critical decisions. He was required to make some very difficult decisions during a very trying time in American and world history. The Berlin airlift, occupation and rebuilding of Germany and Japan, the multitude of United Nations initiatives and commitments, the China (PRC and Formosa) issue, intervention in Greece and Turkey, domestic legislation, and the implementation of the Marshall Plan are just a few of the major events that Truman had to deal with. This paper will touch on some of these, but each require a separate effort to discuss the questions and issues generated by each.

The only assumption made in writing this chapter is that all aspiring leaders can learn from previous leaders on how to prepare themselves through self-development to improve their knowledge base, decision-making ability, and battle command.

The scope of this chapter is relatively simple. It is to describe how Harry Truman used self-development to assist with expanding his knowledge; how he used his experiences to make decisions; and how he executed his duties as the President of the United States in a very trying time.

Wiggam provides insights on the importance of education, not only institutional but also on self-development. "To become perfectly educated is impossible, but to try to become educated is education, as nearly perfect an education as one can have."¹ Harry S. Truman personifies Wiggam's maxim on education and the marks of an educated man.

Truman's ability to begin a form of self-development at an early age and his ability to retain and improve this process for gathering information throughout his life demonstrate how military leaders can use his self-development methods as a model. Some current scholars advocate that self-development can be a daily occurrence. It is an individual's ability to focus their reading and thinking based on an internal personal desire.

Truman's Early Years

Harry Truman's application of common sense and desire to learn in preparation for each task lead him to use self-development in obtaining the information/knowledge that he thought he needed. His ability to make key decisions based on little formal (institutional) education but almost completely on his self-development methods is

important to understand. Harry Truman developed an ability to keep his mind open on every question until the evidence was available to make a decision or at least reach a rationale conclusion. He is an example of a person who acquired the right learning habits and was relatively open-minded. Harry Truman learned some fundamental tenets of self-development early on in life and practiced them throughout his life. He believed that if you want to understand man you must study him. He found history and its study to be a key to that understanding. It is not certain that he read Woodrow Wilson's thoughts of an educated man. Truman is an example of someone who strived to read and understand the history of the world and the history of human ideas.²

Harry S. Truman came from a modest family. His mother and father both had a profound impact on his youth and maturity through their mutual reinforcement of honesty, trust, integrity, loyalty, fair treatment of all individuals. Overall they provided a solid moral setting for Harry Truman and his siblings. Both parents were strong believers in both formal and informal education. Truman learned early in life that to understand people you must study people. The development of this attitude is most likely what propelled Harry Truman and his self-development of knowledge.³

Truman was encouraged to read and learn from books at an early age. This was partly due to his poor eyesight. He wore corrective lenses early in life and the lenses were so thick that it was awkward for Truman to get involved in sports activities. Additionally, the glasses were expensive and Truman was sensitive to his parent's modest income. He was made fun of and called a sissy on occasion. He developed a technique that enabled him to get along with most people. He went to great lengths to be friendly to all and not to be offensive.⁴

Truman's mother provided several educational experiences for young Harry. She encouraged and required Truman to learn and excel at the piano and there was always a house full of books to read. As he progressed in his reading adventures, he turned to history as his primary source of entertainment and information. This was the beginning of self-development for Truman. His interest was driven by his desire to understand people and he saw history as the opportunity to learn the most about people. "I always had my nose stuck in a book, a history book mostly. Of course, the main reason you read a book is to get better insight into the people you're talking to. There were about three thousand books in the library downtown, and I guess I read them all, including the encyclopedias. I'm embarrassed that I remember what I read, too. The only thing new in the world is the history you don't know."⁵

Truman felt that there was not anything new in human nature. Only the names changed. If you look at history you can see similar problems and issues that are present in today's society.⁶

Truman had a reputation for being well read. His father read to him regularly when he was a small child. His parents would many times discuss his readings. This provided reinforcement and clarification on each subject. His ability to recall and cite examples from history to explain a current event was extraordinary. He stated on several occasions that history taught him to rely only on the facts and not on hearsay or on second hand information. "If you based your decisions on the facts you should not error and cause more problems. Life and decision making were hard enough with the facts, do not compound it with incorrect information. If it is not right, do not do it; if it is not true

do not say it. First, do nothing thoughtlessly or without a purpose. Secondly, see that your acts are directed to a social end.”⁷

Several people (including teachers) who grew up with Truman recalled that to truly understand his boyhood, you must be aware that he was always reading, everything. His biggest focus was history; Ancient Greece and the Romans and the American Civil War were some of his favorites. “He felt the public education system provided a poor education. If he wanted answers or information on an event he needed to go look it up for himself and read all there was on the subject or at least until he had answered his question or interest to his satisfaction. He felt that if he were to understand people that he had to read about people and why they did.”⁸

General Omar Bradley provides an interesting insight that reinforces Truman’s desire and need to stay well read.

President Truman was always reading things. I’ve been at his office when he was President at practically all hours, from six in the morning to as late as eleven o’clock at night, Saturdays, Sundays and weekdays, and I almost always found him at a desk with a bunch of papers in front of him, studying those papers. Now I know some people think that’s going into too much detail. But from my own experience I found that even though I might be commanding a large unit, I had to know enough details to get the big picture—the big problem. And I think that was one of the attributes of President Truman. He always knew enough of the details to know what the big problem was. I did find him one time not behind his desk. This was about eleven o’clock at night when I took a message over to get clearance on it. I found him in his dressing room, reading a book. Before I left, I commented that I was glad to find him not working but reading a book. And he held up the book for me to see. The subject of it was the economics of government. So I still didn’t catch him deadbeating it. He was thinking on his job.⁹

General Bradley’s observation is typical of what Truman did in the form of self-development to keep himself informed on the information that was important for him to

make decisions. He would read, think, discuss and write (time dependent) on the area requiring his attention, in most cases it was for a needed decision.¹⁰

Truman used his self-developed education to help him as an artillery battery commander during World War I, businessman, farmer, and in local government. He was not always successful, especially in business, but he always learned and found ways to improve himself based on his self-development and experience.

Truman was promoted through the ranks in the Missouri National Guard he was voted by his peers to be an officer in their battery and eventually he commanded an artillery battery in France as part of Allied Expeditionary Force (AEF). Here again he had no formal education to be an officer but he had proven himself to be a fair, honest, and trustworthy individual. Some comments from Truman's battery members were: "He wasn't as tough as he was thoughtful. Took care of his men, his men came before everything, and in the Army that's about 95 percent of what makes a good officer." "If you don't have a basic trust in people, what's the point in living? My goodness, if you don't trust your fellowman, how can you expect him to trust you?"¹¹

Here again Harry Truman had learned early in his life that you must study people to know people. His ability to relate, to trust, and to appreciate the strengths and weaknesses in people helped him to command in combat. He learned his people skills through self-development: reading, thinking, and discussing the nature and character of people. Truman believed in having a basic trust in people. He trusted people until they proved to him that they couldn't be trusted.¹²

Truman was an avid believer in knowing your subject. When he was assigned to the Senate commission responsible for looking into military contract spending and

procedures, he jumped in with both feet. He read all that he could find on defense contracting regulations and procedures and then traveled around the country virtually to every state getting a firsthand knowledge of civilian contracting for military projects.¹³

Before moving on to look at the strategic level of the decision President Truman had to make in relieving MacArthur, it is useful to understand one of Truman's thoughts on war. "There was a book called Fifteen Decisive Battles of the World. Harry Truman felt that you had to understand war to understand mankind. Because man was always getting into wars, and if you didn't understand how wars happened, you couldn't understand how to prevent them. 'You'll notice if you read your history, that the work of the world gets done by people that aren't bellyachers.'" ¹⁴ This quote helps provide the relevance of self-development in a military career. It can also be related to any career. It allows for ease in applying the current Army emphasis on the Art Battle Command fundamentals to self-development. The need to be able to see yourself (friendly units), see the enemy, and see the terrain (environment) and their relationship within time, space, and purpose.

Truman, throughout his life, provides an example of how leaders must become immersed in their professions through the utilization of self-development. His ability to gain knowledge (information), comprehend its applicability, analysis of it, synthesis of it and evaluate it in order to make a decision could be taken as a classic example of a military leaders decision making process. It is a further example of how battle command is linked to self-development.¹⁵

Throughout his political career in local government and then as a US senator and president he was directive in his decision-making process. He was able to digest

information quickly and on many occasions would require certain information by a given time, in order to give him what he needed to make a decision. As president it took awhile for his staff to realize that Truman was not a leader who required staff studies on top of staff studies. He would direct his staff to gather specific information that would answer the critical questions that he felt necessary to have answered prior to a decision. This is a classic example of battle command, in that he was able to conceptualize the problem, visualize how he wanted to accomplish the task, and then to effectively communicate his critical information requirements.¹⁶

While he was an U. S. senator, he repeatedly conducted research for his own edification. The following are a couple of noted examples. During a Congressional investigation into railroad improprieties he checked out fifty books on railroads and railroad history out of the library of congress so that he would be familiar with the subject. Harry's comment when reminded of this was: "I don't remember that I did, but I wouldn't doubt it a bit. As I have told you, I like to be thorough, to have a thorough knowledge of what ever I'm involved in. Railroad corruption keeps turning up; it appears, all through American History. Why is that, do you suppose? Is it because . . . well, there used to be a man named Willie Sutton who robbed banks, and they asked him why he did it, and he said, 'Because that's where the money is.'"¹⁷

Prior to World War II Truman was assigned to a Senate committee to investigate government contract violations for the war effort. He traveled extensively to manufacturing and construction sites and read all available documents on contract requirements and policies. He was picked to chair the commission that had oversight on government contracts based on his knowledge and experience he gained through his form

of self-development. The commission become known as the Truman commission and received numerous accolades for its maintenance of the standards, ethical practices, and saving millions of tax dollars. His tenure in national politics is a continuous example of how, throughout his life, he learned through self-development to gather the facts that would enable him to make decisions on the task at hand.¹⁸

Thus far it has been demonstrated that Truman may not have been an educated man by institutional standards but through self-development and experience he was an educated man. He strived at all times to improve his knowledge and skills to prepare himself for each job or task. He was a man of rectitude and felt that all public servants should be without question, dedicated to their duty and obligations, that was their responsibility.¹⁹

President and Commander-in-Chief

Harry S. Truman understood his role as the President of the United States. However, he did have a learning curve on how to execute that role. What enabled him to shorten his transition from novice to expert in world and domestic affairs was his ability to remember and recall the many lessons from history that he had read over the years. Truman through his constant reading, analysis, and discussion on historical events understood the Constitution, the role and responsibility of the commander-in-chief, and civil military relations. Truman had concluded on several occasions throughout his life that proved that history does repeat itself.

There is nothing new in human nature. The only thing that changes are the names we give things. If you want to understand the twentieth century, read the lives of the Roman emperors, all the way from Claudius to Constantine And go back to old Hammurabi, the Babylonian emperor. Why, he had laws that covered

everything, adultery and murder and divorce, everything. Those people had the same troubles as we have now. Men don't change. The only thing new in the world is the history you don't know. If it is not right, do not do it; if it is not true, do not say it. First, do nothing thoughtlessly or without a purpose. Secondly, see that your acts are directed to a social end.²⁰

Truman's difficulty with Generals was not the first time in America's history that Presidents had trouble with their generals. Truman strongly believed that if you read and understood what previous presidents had experienced it should be easier to deal with similar current problems and issues. If a man is to be president he at least should know his American history, the Constitution, and his responsibilities in military, domestic, and world affairs. Truman thought some others were Madison and the War of 1812. Truman believed that Andrew Jackson was the only good general that Madison had but he was a field general and he was not readily available to advise Madison on military affairs. The generals he had in the Washington area were worthless and unknowledgeable of the situation at hand and he was unable to get any reliable military advice from his military leadership. "When Madison heard that the British were coming, he ran around like a chicken with his head cut off. It wasn't that he was a coward; he just didn't know what to do."²¹

Lincoln had the most problems with generals. McClellan was fired by Lincoln twice. Lincoln had to fire all the rest of his senior army generals or demote them in rank until he finally got Grant. The primary problem with McClellan was his aspirations to be president; he ran and lost in 1864. McClellan was another general who was very popular with the troops, but had great difficulty winning battles.²² During an interview by Merle Miller, Truman stated, "Somebody, I forget who, said war is too important to be left to the generals, and that's true. But politics . . . we ought to try to devise a way to keep

them out of politics altogether.”²³ Another, General John L. Pope, made all kinds of promises on how he could and would win the war. To include that he would keep his headquarters in the saddle. He failed to keep any of his promises and was relieved after the Second Battle of Bull Run, one of the worst defeats in the war. “And old Horace Greeley said in the New York tribune . . . said that in the Second Battle of Bull Run, ‘Pope evidently had his headquarters in his saddle, and sat on his brains.’”²⁴

Truman again demonstrates that he was a well-read individual. He read and analyzed all the United States presidents and understood their strengths and weaknesses. Further he read and understood the constitution and understood his civil-military responsibilities. He looked for examples in history that would assist him with his current day problems and issues. So when the MacArthur incident matured he had a pretty solid understanding and visualization of what he was up against.

Truman and MacArthur

As will be seen in his dealings with General Douglas MacArthur during the Korean War, Truman had developed a solid understanding of his role as commander in chief of the United States military forces through his self-development and experience. His ability to achieve and understand the techniques of open-mindedness, always listening to the man who knows, never laughing at new ideas, the secret of getting along with other people, and knowing that it was never too late to learn were the essence of his self-development.

Harry Truman was well aware of the popularity of General Douglas MacArthur, who some referred to as “God Like.”²⁵ Even MacArthur liked the idea that the American

public had generated a mystique of his exploits and accomplishments, as he was not known to deny this persona. MacArthur's Army career spanned fifty plus years. His reputation and accomplishments had taken on mythical proportions when Truman relieved him of command in April 1951. From World War I in France, Chief of Staff of the Army in the 1930's, and as the liberator of the Philippines in World War II. His reputation was mixed. Although to the ill informed, he was the hero of the Pacific and the savior of the Asian Rim. Bringing democracy to the Japanese during post World War II, which to this day has mixed emotions in both the United States and Japan. To say MacArthur was opinionated and self-centered is an understatement. His experience, formal and informal education gave him unprecedented credentials. His family was connected with both the military and political leaders. This gave him an edge on assignments and promotions. Most will admit he was an able military leader and some have said he bordered on genius with some of his military exploits. One such noted military success was the amphibious Invasion of Inchon in September 1950.

MacArthur's stepping out of bounds by providing unsolicited foreign policy recommendations may have seemed to him in line with his position, but was clearly in violation of the military chain of command. More specifically, it was in contradiction with the Truman administration's policy. Part of this problem lay with MacArthur and his aspirations to be President of the United States. This ambition coupled with his uncensored press releases that cast doubt and discredit on the Truman administration prosecution of the "Korean Conflict" caused MacArthur significant problems with his chain of command. MacArthur's chain of command included, President Truman, Marshall (Secretary of Defense), General Omar Bradley and General J. Lawton Collins.

The basic conflict with Truman's policy was that MacArthur advocated that the Korean Conflict should be an all out war of liberation and destruction of the enemy. Furthermore, that the Nationalist Chinese under Generalissimo Chiang Ki-shek should participate in the war to gain greater status in the world community. This was in direct contradiction to President Truman and his administration's policy on containment of communist aggression and the stabilization of the China issue. Truman did not want to see World War III started over what appeared a minor part of the world problem--Korea. Several authors have documented that it was General MacArthur's untimely release of his own thoughts on the cease fire in Korea that upset President Truman's cease fire plan for Korea.²⁶

President Truman learned through self-development, reading military history and discussing with his senior military leaders, his responsibilities as the Commander in Chief of the United States Armed Forces. President Truman was rather straightforward when answering a question as to why he relieved General MacArthur.

I fired him because he wouldn't respect the authority of the President. That's the answer to that. I didn't fire him because he was a dumb son of a bitch, although he was, but that's not against the law for generals. If it were, half to three-quarters of them would be in jail. That's why when a good one comes along like General Marshall . . . why, you've got to hang on to them, and I did. But MacArthur . . . well, to understand what happened and what I think most people don't understand, is that the so-called China Lobby was very strong in this country when I was in the White House. They had a great many Congressmen and Senators lined up to do pretty much what they were told, and they had billions of dollars to spend, and they spent it.²⁷

There are several key and significant events that lead to Truman's decision to relieve MacArthur. Truman didn't relieve him out of hand. He realized the enormous popularity General MacArthur enjoyed throughout the country and the world. In the relief message

that was given to MacArthur and later published, Truman provides accolades, which seemed out of at the time place. Truman's intent was not to undermine MacArthur's previous accomplishments but to demonstrate that MacArthur's most recent comments and aspirations were out of line as a military commander. Truman could not tolerate a field commander contradicting his administration's foreign policy. MacArthur's version of the chain of events, of course, is not the same. MacArthur's version is well documented and is beyond the scope of this work.²⁸

The following are some of the key events that set the stage that culminated in MacArthur's relief. MacArthur sent a letter to the Veterans of Foreign Wars (VFW) outlining his foreign policy for the entire Pacific; it was not exactly in line with Truman's policy. According to MacArthur, he was responding to an information request. However, MacArthur was under orders not to make foreign policy comments without getting permission. Truman felt he probably should have fired MacArthur after the VFW incident but realized it was only a matter of time before he would have to. In December 1950, United Nations forces in Korea suffered major losses. Most people blamed MacArthur for the tactical failure. The VFW event occurred in August, in April Harry S. Truman did relieve General Douglas MacArthur.²⁹ "The only thing I learned out of the whole MacArthur deal was if that when you feel there is something you have to do and you know in your gut you have to do it, the sooner you get it over with, the better off everybody is."³⁰

Truman had educated himself on the military and economic world picture and he understood the frail state it was in. He realized that Korea held little or no strategic level implications. He saw it as an opportunity to show the world powers what the United

States foreign policy was made of. He understood that World War III should not be born out of the Korean Conflict. MacArthur on the other hand had lost his appreciation for the European events of the day and felt that Asia was the only area of concern.³¹

Truman and MacArthur Meet at Wake Island

In late summer 1950, President Truman agreed to meet General MacArthur on Wake Island. Some considered Wake Island as a half waypoint between Washington, D.C., and Japan. Truman traveled 4,700 miles from San Francisco and MacArthur 1,900 miles from Tokyo. Both planes arrived at the island virtually at the same time and MacArthur tried to play politics by letting Truman land first, but Truman saw through it and ordered MacArthur to land first. Upon landing there was another delay. There was a welcoming party and MacArthur was not in sight. Even after Truman was ready to deplane MacArthur did not come around, so Truman waited in his airplane. Truman was not about to play second fiddle to MacArthur and planned to wait until MacArthur showed up.³²

Truman should not have had to wait until MacArthur had landed. Finally MacArthur appeared out of one of the hangers near the runway. Truman was neither sure what MacArthur was doing or why he made the President wait. Truman was appalled at MacArthur's appearance. MacArthur was wearing his sunglasses, tropical uniform with no tie and his cap seemed loaded down with hardware. "I never did understand . . . an old man like that and a five-star general to boot, why he went around dressed up like a nineteen year old second lieutenant. I'll tell you this. If he had been a lieutenant in my outfit going around looking dressed like that; I'd have busted him so fast he wouldn't

have known what had hit him.”³³ This attitude may partly be attributed to Truman’s great dislike for career officers, especially West Pointers. This attitude was generated from his WWI experiences.

They shook hands and arranged to meet privately later in the day. Truman arrived on time and MacArthur was forty-five minutes late. Truman was a little more than upset,

When he walked in, I took one look at him, and I said, Now look here. I’ve come halfway across the world to meet with you, but don’t worry about that. I just want you to know I don’t give a good goddamn what you do or think about Harry Truman, but don’t you ever again keep your Commander in Chief waiting. Is that clear? His face got as red as a beet, but he said . . . he indicated that he understood what I was talking about, and we went on from there.³⁴

Truman did not bring up the VFW statement, but MacArthur did. MacArthur tried to explain he did not know what had gotten into him, that it had been a mistake and it would not happen again. MacArthur also apologized for the 1948 incident (Formosa/Chiang Kai-shek/China Lobby), this was a major point of concern with Truman. In 1948 MacArthur met privately with Generalissimo Chiang Khe-shek, the exact discussions were not known for some time later. The China Lobby and the Chinese issue during post-World War II is complex and is beyond the scope of this paper. MacArthur claimed he had been taken in by the politicians and apologized for that too. Truman commented that MacArthur was different when they were alone. This reinforced Truman’s thought that MacArthur liked to playact in public. Truman asked MacArthur a very point blank question. “Will the Chinese come into the War?” MacArthur stated that under no circumstances would they come in. “Mr. President, the war will be over by Thanksgiving and I’ll have the American troops back in Tokyo by Christmas.”³⁵ Truman and MacArthur talked for an hour or so. “Truman made it clear to him that he

was the Commander in Chief and that MacArthur was to obey orders, . . . not issue any public statements of any kind that had not been approved by me personally. It was known in some circles that MacArthur wanted to run for President and many of the moves he was constructing and executing were to help him get into the White House. He was just like a little puppy at that meeting. I don't know which was worse, the way he acted in public or the way he kissed my ass at that meeting."³⁶

As MacArthur and the United Nations forces were closing in on the Yalu river, the Chinese mounted an offensive that caused United Nations forces to begin one of the worst retreats in military history. The Chinese offensive retook most of North Korea and Seoul in the South by January 1951. Through successful counterattacks, by March United Nations forces were able to reestablish lines along the 38th parallel. This is also considered the final showdown between Truman and MacArthur. Truman and the Joint Chiefs wanted to maintain a hold along the 38th parallel and reinforce these positions so that the United Nations could negotiate a cease-fire and put an end to hostilities. MacArthur was infuriated. He wanted to expand the war and not cause a stalemate. His proposal was to bomb mainland China and get Chiang Kai-shek to attack out of Formosa. He was adamantly opposed to any type of cease-fire where it would be a no win seesaw battle. Truman and the Chiefs of Staff felt that any escalation would light the fire for World War III. They felt it was the wrong place, wrong time and wrong enemy. Plus it meant the destruction of a large portion of the world.³⁷

Truman Relieves MacArthur

MacArthur stepped out of line on 26 March. The Joint Chiefs informed him of the plan for the cease-fire once the bulk of Communist Forces were out of the South. On 30 March, MacArthur released his own plan on how he was going to deal with the Chinese and North Koreans. He suggested that if North Korea were to be surrendered it be surrendered to him personally.³⁸

These statements alone should have caused MacArthur's relief; however, Truman waited another two weeks. MacArthur failed to appreciate or understand Truman's goals and intentions. MacArthur had his own, which were narrowly focused on Asia. Truman realized how popular MacArthur was and wanted some clear-cut examples so that the majority would understand. He did not have to wait long. MacArthur had written a letter to the House Minority Leader Joseph W. Martin. MacArthur told Martin many things concerning foreign policy and his disappointment with Truman and the administration. He revisited the whole China issue and the use of Chiang Kai-shek to attack mainland China. He repeated several times, "there being no substitute for victory." Further he did not express to Martin that his correspondence was confidential. Either he did not care or he wanted Martin to pass it around.³⁹

President Truman had the facts he needed to relieve General MacArthur but he wanted the support of his Chiefs of Staff.

We had a series Several meetings with what they called the war cabinet (it included among others, Averall Harriman, Sec of State Dean Acheson, General Marshall Sec of Defense, and General Omar Bradley Chairman of the Joint Chiefs of Staff); I never called it that, but that's what the papers called it. I called everybody together, and I said, 'I'm going to fire the son of a bitch right now.' And they all agreed. All except General Marshall, He said he was afraid . . . it might cause a lot of trouble with Congress as far as the defense budget was

concerned. And there were other arguments, but not too many. The only question was how to do it with the least fuss.⁴⁰

Truman gave General Marshall time to look over all the evidence and issues.

Marshall who is normally punctual was early for his meeting with Truman. Marshall had spent most of the night reviewing all the documents concerning MacArthur, and told Truman, "I spent most of the night on that file, Mr. President, and you should have fired the son of a bitch two years ago."⁴¹ Truman did not want the information to leak and stand the possibility that MacArthur might resign before he could be fired. "The son of a bitch isn't going to resign on me, I want him fired." Truman was not concerned about the public outcry on the relief of MacArthur. He knew he was doing the right thing and felt that time and history would prove him right.⁴²

Shortly after General MacArthur was relieved, he departed Japan and arrived in San Francisco and began an unapproved speaking tour. Several key leaders noted that he did not first go to Washington to get out-briefed on the whole relief situation and the surrounding circumstances. Truman was actually not surprised, he predicted that the whole MacArthur controversy would die out with in six weeks or so; which it did once people saw how pompous MacArthur really was. Very few if any disputed MacArthur's military leadership and ability. Truman made sure the people understood that the President had to act as the Commander in Chief at all times. "What you have to understand is that the President of the United States has to act as the Commander in Chief at *all* times. A civilian executive just has to run the armed forces. The men who wrote the Constitution understood that, and it's been the same throughout history."⁴³

Truman could cite many examples throughout history. He used history as examples of how current events and decisions could be made. He became comfortable with the many areas of his presidential responsibilities. He had read extensively and was able to recall history to assist him with his many complex presidential issues:

The Romans had the same sort of arrangement with two consuls who were in charge of running the army in the field. It just has to be that way. Other ways have been tried, but they never have worked. Somebody has to be in charge who has freely and legally chosen by the people . . . by a majority of the people. France tried . . . you remember . . . tried a different way with the Committee of Five Hundred in the French Revolution. They couldn't make up their minds on what they wanted to do. And Napoleon finally tired of the fooling around with them and took over and became head of the French state.⁴⁴

The following are thoughts from Truman on whether MacArthur had lied to him on his assurances that the Chinese would not come into the war.

Was it lies or bad intellect? "You'd have to ask him that, but I think . . . my feeling is that he never learned the difference between the truth and a lie. That was one of his troubles, and another was, . . . Well, there's a story. On his ninetieth birthday, I think it was, somebody asked Justice Holmes, Oliver Wendell Holmes, how he figured he'd done all he'd done, been a soldier in the Civil War and all that. The fella that asked him, newspaper fella, says, 'What's the secret of your success, Justice Holmes?' And old Holmes says, 'Young man, the secret of my success is that at a very early age I discovered that I'm not God.' I told you MacArthur never did find that out. And that was his trouble. That was one of his troubles."⁴⁵

Evaluation of Truman's Self-Development

Truman reached different levels of Blooms Taxonomy throughout his life. His avid reading program allowed him to have a solid foundation at the knowledge and comprehension level. It is reasonably certain that he was well read based on his ability to recite numerous historical events from each era in history throughout his life. Further, his ability to apply historical lessons and comparisons to current events reinforces the fact

that he must have been at the synthesis and evaluation levels found in figure 1. Truman seemed to understand the requirement to be well read in the occupation that he was involved in. As a United States Senator he read about and understood the issues facing him in the senate whether it was rail road issues or defense contracts, to name a few. He felt that it was important to be well informed if you were going to make decisions that were to impact on the entire country.

Truman applied the self-development elements found in figure 1. He was an avid reader, he thought about the key points in what he had read. He discussed his readings and thoughts on a regular basis with those that he felt could provide some feedback on the subject. He accomplished this early in life with his parents, teachers, and friends, and later in life as a Senator and President with fellow senators and his presidential advisors. He wrote frequently in his diaries of his thoughts and concerns. Usually he found himself reaching the synthesis and evaluation level through oral discussions and debates with fellow Senators and presidential advisors. Truman enjoyed interacting with others and frequently developed ideas and thoughts that he would communicate to others too determine their worthiness.

As the President of the United States Truman on several occasions had to discuss in detail his thoughts on strategic issues; decision to use the atomic bomb on Japan, the Berlin Airlift, the Marshall Plan to reconstruct Europe, and many others. His life long self-development program enabled him to make decisions usually from a synthesis and evaluation level of understanding. He was concerned about the geo-political impacts on world affairs and United States interests. His decision to relieve MacArthur was supported by his reading and understanding of the difficulties that past presidents had

with their generals. Additionally, he read and understood his responsibility as the commander-in-chief. Also, his decision were supported through his discussions with his senior military advisors. It is reasonably certain that Truman operated at the synthesis and evaluation level while he was president and that his continuous self-development program was significant in his decision-making process.

Conclusion

In conclusion, the application of self-development in the way President Truman conducted it can be emulated by anyone anywhere. Self-development requires discipline and an adherence to the fundamentals. You must know the general history of the world. You must know the history of human ideas. You must know at least one hard science and that it is never too late to learn. Focus on reading, thinking, discussing and then writing. Also, the application of self-development to the understanding of the Art of Battle Command follows a similar pattern of read, think, discuss and write on the subject of interest.

As we consider the impact of self-development on the success of Truman, we may find the secret in his own words. "The only things we don't know are found in the history we haven't read."⁴⁶

1. Albert E. Wiggam, The Marks of an Educated Man (Indianapolis: Bobbs-Merrill Company Publishers, 1930), 35-37, 45-46, 243-245, 285-294.

2. Merle Miller, Plain Speaking An Oral Biography of Harry S. Truman (New York: Berkley Books, 1984), 9-58.

3. Miller, 18-19.

4. Miller, 19.

5. Miller, 21.
6. Miller, 22.
7. Miller, 22.
8. David McCullough, Truman (New York: A Touchstone Book, Simon and Schuster, 1993), 60-65.
9. Miller, 50-51.
10. Miller, 49-51.
11. Miller, 101-104.
12. McCullough, 39-65.
13. McCullough, 217-219, 256-262.
14. Miller, 114-116.
15. George E. Dodge and James C. Madigan, Battle Command: Leadership and Decision Making for War and Operations Other Than War (Fort Leavenworth, KS: Government Press, 1994), 9-18, 57-66.
16. McCullough, 56-560.
17. Miller, 154.
18. Miler, 359
19. McCullough, 256-262.
20. Miller, 416.
21. Miller, 21-22.
22. Miller, 23.
23. McCullough, 558, 875. Miller, 343.
24. Miller, 344-345.
25. Miller, 345.
26. Miller, 346.

27. Miller, 349.
28. Michael Schaller, Douglas MacArthur: The Far Eastern General (New York: Oxford University Press, 1989), 7-67, 181- 213.
29. Miller, 308-309, and McCullough, 837-855, and Barton J. Burnstein and Allen J. Matusow, The Truman Administration: A Documentary History (New York: Harper Colophon Books, Harper & Row, Publishers, 1968), 455-460.
30. Ibid., 313.
31. Schaller, 158-180, and Miller, 308-331.
32. Bernstein, 455-461, and Miller, 326-329, and McCullough, 804-805,873, 909.
33. Miller. 316.
34. Miller 316.
35. Miller, 317.
36. Miller, 318.
37. Miller, 315-318, and McCullough, 800-808.
38. Miller, 325-326.
39. Miller, 318-324.
40. Miller, 327.
41. Miller, 329.
42. Miller, 326-329.
43. Miller, 336.
44. Miller, 336.
45. Miller, 320.
46. Miller, 19.

CHAPTER 4

GENERAL GEORGE S. PATTON

Patton Prior to World War II

Patton is probably one of the most misunderstood yet successful World War II generals. He was considered as a very bold, highly energized, and a profane man. Although he was considered a doer and not a thinker; Nye brings out very clearly that Patton was both a thinker and a doer. Patton, like Truman, left an extensive written record of his thoughts and how he studied his military profession. Patton acquired and maintained his military library and used it almost daily. He kept journals and file cards, made marginal notes in the documents he read, and wrote numerous lectures, staff papers, journal articles, diaries, and letters. His close attention to detail is interesting. For example, he would write down weapons ranges, their effectiveness, and their impacts on tactics. His wife Beatrice edited this exhaustive collection of information and published the book, War as I Knew It the World War II memoirs of General George S. Patton.¹

He had acquired a sense of discipline and devotion to duty but had maintained his sense of individualism and uniqueness in the crowd about him. His reading handicap had been overcome, and he had programmed a lifetime of professional reading, recorded through a new habit of keeping journals and diaries. He had deepened his quest for military knowledge and for fame as a soldier, already focusing on attack, victory, and the meaning of courage and death in that quest. And he left the academy with the beginnings of a model professional library that would nourish his ambition.²

Patton began his self-development as a newly commissioned second lieutenant at Fort Sheridan, Illinois. He combined his operational experience with professional study, which lead to the beginning of his involvement in many discussion groups.³

Patton read extensively on Napoleon to learn how the French leader commanded. In order to learn how he should command, Patton developed a system of making marginal notes in all the books he read for reference and would transcribe some notes to journals or note cards.⁴

Patton wrote professional documents early in his career. He wrote several documents on the cavalry saber to include a manual for a saber he designed and which was fielded by the Army.⁵

During World War I Patton was assigned to the newly established tank corps and was able to incorporate some of his own training ideas at battalion and brigade level. Patton was able to tie historical examples to current discipline issues in preparation for combat during World War I. "Patton saw that 'Military Appearance and Bearing,' was linked to self-esteem and confidence to fight well in war. Patton saw the linkage between pride in self and victory on the battlefield."⁶

He instructed his subordinates both; officers and enlisted men, that to win in battle, you must continually cultivate the offensive spirit. The winning spirit was tied directly to a well-disciplined organization and leaders that understood and were masters of their war fighting craft. He gained great stature with his troops due his willingness to lead from the front; he shared their discomforts and combat hardships. His courage and positive leadership attributes were appreciated by his soldiers but were criticized by his superiors because they had great difficulty communicating with him. His superiors stayed in command posts providing safety and shelter. They relied on radio reports to track the progress of the battle from subordinate command post's this caused combat commanders to stay close to their radios or use messengers to keep higher headquarters

informed of their unit progress. Patton didn't stay in his command post; he was leading his troops. And did not like wasting combat power as unnecessary messengers.⁷

After World War I ended Patton had time to think and reflect on war itself. He planned to write and publish a book, War AS She Is. Patton strongly felt that All-American youth should be required to receive one year of military training, that the Military Academies should be expanded and that general officers should be selected based on their life long devotion to duty to the military profession.⁸

The road to high command leads through a long path called 'The History of War.' . . . To be useful in battle, military knowledge, like discipline, must be subconscious. The memorizing of concrete examples is futile for in battle the mind does not work well enough to make memory trustworthy. The officer must be soaked in military lore that he does the military thing automatically. The study of mathematics will not. But the above study must continue after entry into the service and last until the day of retirement.⁹

Another Patton lecture that is of interest in the self-development area was on the "Obligations of Being an Officer. He reminded his audience that throughout history military men adopted customs and traditions that enabled them to be professional men-at-arms: Killers."¹⁰

Patton was a strong advocate that leaders at all levels should teach subordinates. He set the example in every unit he was assigned to. He personally taught fifty percent or more of all classes given in his units and strictly supervised the remainder. He felt it a leaders obligation and duty to ensure all instruction was as professional and educational as possible. He gave an extensive list of do's and don'ts most illuminating for self-development, was that Patton prescribed that officers should read military subjects three and half hours per week.¹¹

The lecture "The Cavalryman" is of great interest in the area of self-development. It is one of the best examples of how an officer should look at his career, his profession, self-development, and how of he or she must become totally immersed in it.

The cavalryman has a thorough knowledge of war by reading histories, lives of cavalymen, by the study of the tactics of his arm and by the constant working of problems He must train himself into the possession of a gambler's courage . . . the successful cavalryman must educate himself to say 'Charge.' I say educate himself, for the man is not born who can say it out of hand To sum up, then, you must be; a horse master; a scholar; a blooded hero; a hot-blooded savage. At one and the same time you must be a wise man and a fool. You must not get fat or mentally old, and you must be a personal leader.¹²

Patton was a mentor to his officers throughout his career. A good example of his ability to get his junior officers to think about the future warfare and the art of command was through providing reading lists. These lists would provide the focus for follow on discussion groups normally lead by Patton. He was an avid believer that understanding and studying the military craft was the responsibility of all officers. He believed that it was an ongoing process and that there was no magic time or event to begin. It had to be a continuous process of read, think, discuss, and write.

Patton was an avid reader of foreign military leaders. He saw the Germans especially as very dedicated and professional officers and studied the most. Their focus was on their profession and not bureaucratic house keeping between wars.¹³

Patton was an avid believer that the warrior spirit was comprised of many components and that it needed to be nurtured by the individual and mentored by the superior. There had to be a spark that initiates a desire to learn, to be thoroughly immersed in ones craft, to understand how to be a leader, and to understand why men fight. Patton went to great lengths to develop his thoughts and lectures on why men

fought. Decorations, discipline, empathy, and leadership were key areas that he noted. Self-development was his method to gain the insights; read, think, discuss, and write.¹⁴

Patton on several occasions prior to World War II gave serious thought to future warfare; this brought on by his avid self-development. During his time at the Army War College, also the Army's strategic planning center he wrote a paper titled "The Probable Characteristics of the Next War and the Organization, Tactics, and Equipment Necessary to Meet Them." The main theme was that large standing forces were obsolete for their time and that due to world affairs, "Small, professional forces could achieve quick and decisive victories, could better disperse in the face of coming air power, and could be armed with the latest complex weapons without bankrupting governments."¹⁵ Patton's thoughts were well received but were not implemented. Primarily due to the isolation policy and current economic hardships, the Great Depression of the 1930s was just beginning to end.¹⁶

The desire to win is a major point that must be captured from Patton's thoughts, which developed from his continuous self-development. In the majority of his readings, thoughts, discussions and writings he demonstrates the underlying will to win. The will to win is best seen during the November 1940 Carolina maneuvers and is summarized by Martin Blumenson in the Patton Papers.

Patton and his men were a sensation. His control and coordination of his units were superb, and the division figuratively ran wild. What observers noted was a drive on the part of Patton that came close to obsession, the will to win. Everything was justified-even breaking the rules-if it led to victory.¹⁷

Patton During World War II

Throughout World War II Patton continued to read history and write, especially keeping notes on all aspects that caught his interest. As the Third Army commander he would issue guidance to his subordinate commanders instructing them on how to command and be successful. His ability to teach coach and mentor the art of battle command was truly developed through his application of self-development and operational experience. A letter demonstrating this ability contained the following:

Lead in person; visit the front daily; observe, don't meddle; praise is more valuable than blame; make personal reconnaissance; issuing orders is 10 percent, execution is 90 percent; plans should be made by people who are going to execute them; tell the troops what they are going to do and what they have done; visit the wounded personally; if you do not enforce discipline, you are potential murders; and DO NO TAKE COUNSEL OF YOUR FEARS.¹⁸

As commander of the third Army in late 1944 as he was making military history as an extraordinary senior leader. A frequently asked question from several visitors to his headquarters, how could the excellent morale and superb performance of duties remain so high during adverse weather conditions and a well determined enemy?

The answer is a leadership style based on a lifetime study of history's great military commanders-Alexander, Frederick, Napoleon, Jackson. From them he learned that the successful commander causes his soldiers to believe that he cares about them, that under him they have the best chance to survive and achieve the glory they crave. They must understand the necessity for strict discipline and tough training and accept it as being in their own best interests.¹⁹

An example of how Patton was clearly ahead of his contemporaries in the understanding of battle command (teach, coach, and mentor) and leadership is during the breakout from the Normandy beachhead through the end of the war. There was thirteen American Army corps and division commanders relieved after the Normandy invasion and prior to the German surrender. Only three were from the Third Army under Patton.

And of these three MG Wood was relieved do to poor health (physically and mentally exhausted) he had been in command for thirty-one months and in combat for five months. MG Jones was relieved after his division was destroyed in the Ardennes. He had failed to ensure that his units were trained and prepared for combat operations even though they were in a light contact sector. Jones had been in command for twenty-one months and in combat for one month. MG Kilburn asked to be relieved. He had been in command for twelve months and in combat for three months. Patton did not pass his leadership challenges to others. He fixed them himself.²⁰

The remainder were in First Army under LTG Hodges and prior to Hodges, General Bradley. Of the ten relieved in the First Army four were relieved for poor progress during the breakout from the Normandy beachhead. One got "tired" at Aachen, one for poor performance at the West Wall fighting, one poor progress in the Huertgen Forest, one for poor performance in the Ardennes counterattack, and one for "bad leadership" after taking Remagen bridgehead. Both Hodges and Bradley were raised on General Marshall's guidance and instruction while attending the infantry course at Fort Benning, during the inter-war years. Marshall thought and taught based on small unit tactics up to and including battalion units and this did not translate well to senior leadership positions. Marshall failed to appreciate combined firepower and mass. He also advocated that if you understood infantry tactics you would be successful. If not then it was a leadership problem and failures should be removed and rarely given a second chance.²¹

Hodges and Bradley both believed that what they learned at Benning was applicable to the relatively fluid pace of World War II. Further, if you didn't understand

infantry tactics then you were a non-performer. "For Bradley, success in combat meant applying doctrine and picking the right subordinates, defined as those that knew their tactics. In Patton's sarcastic opinion, Bradley thought 'that all human virtue depends on knowing infantry tactics.' The GI general elevated and demoted officers accordingly."²²

Once the break out from the bocage area was effected Bradley turned over First Army to Hodges who was of the same school as Bradley. But Hodges lacked some of the interpersonal work skills that Bradley possessed and displayed a genuine lack of understanding the enemy, the terrain and the capabilities of his own units, he frequently let his chief of staff run the Army. "His dogged adherence to book-learned tactics said little for his imagination. Patton wrote that 'even the tent maker (Bradley) admits that Courtney (Hodges) is dumb.'²³

The numerous senior leaders being relieved in First Army was causing some command climate problems. Officers were seeing promotions as not necessarily a reward but as a potential for disaster. Senior officers within the First Army did not understand the rationale for the reliefs. "But Hodges did not invite investigations for resolving the quandaries. Instead, he named terrain. Second Armored Division Commander General Ernest N. Harmon summarized the First Army effort differently: 'slow, cautious, and without much zip.' He could have added costly."²⁴

Bradley and Hodges tried to convince themselves that First Army had great victories against the Germans through their command techniques. This was far from the truth. The First Army took a beating in the Hürtgen forest, was embarrassed in the Ardennes and at the Remagen bridge site on the Rhine River. In each case it was not the Corps or division commander's fault or lack of initiative, but poor judgement and

command decisions can be attributed to the Army commander General Hodges. "The First Army fought tough battles, all right, but it too often made things tough on itself. It also Bradley admitted, buried more American dead than his other Armies."²⁵

Patton through out his time as commander of the Third Army understood that to get the most out of his officers was to enforce discipline and drive his organization to the next objective. At the same time he could be extremely laudatory of his units for their many accomplishments. He would visit his units as often as possible and required his staff and commanders to do the same thing. He was at the synthesis and evaluation level of Bloom's Taxonomy. His successful command time with the Third Army can be attributed to his life long personal study and development in preparation to lead an Army in combat. His approach to educating himself on the military profession is beneficial to understanding the need of a well-founded self-development program.

An interesting quote that all officers should think and act on is based on a note General Patton sent to his son who was attending West Point at the time. This quote may help understand the importance of history and self-development.

To be a successful soldier, you must know history. Read it objectively You must read biography and especially autobiography In Sicily I decided as a result of my information, observations, and a sixth sense that I have that the enemy did not have another large scale attack in his system. I bet my shirt on that I have always been certain that my military reactions were correct. Many people do not agree with me; they are wrong. The unerring jury of history written long after both of us are dead will prove me correct.²⁶

Historical thoughts and parallels derived from countless hours spent in productive self-development were constantly on his mind. In July 1944 he could see the allied delay in Normandy and recalled how the 1914 German Schlieffen Plan could be applied in

reverse. He explained to Eisenhower how it could work. It took Eisenhower a month to decide to execute. In the end it did work.²⁷

Patton continuously provided his subordinate commanders with historical examples of how to get out of jams they were in. All these historical examples were based on the self-development skills that he exercised throughout his life and military career. Patton never passed up an opportunity to visit and discuss old battlefields; he felt there was so much to learn.²⁸

Evaluation of Patton's Self-Development

Patton reached the different levels of Blooms Taxonomy throughout his life. Like Truman his avid reading program allowed him to have a solid foundation at the knowledge and comprehension level. Patton generated reading lists that enabled him to understand and establish a solid knowledge base of military and world history. It is reasonably certain that Patton reached the synthesis and evaluation levels of Blooms Taxonomy early in his military career. He was a voracious reader and kept extensive notes on all the books he read. He would make margin notes in the books themselves noting agreement or providing his opinion. Some notes he made in journals for future use or on note cards for quick reference. Patton understood the need and requirement to be well read in the military profession that he had chosen.

Patton is a clear example of an individual who may have followed the self-development model in figure 1 if it had been available during his time. Early in his career he developed the habit of starting or joining an existing study group that enabled him to interact and exchange ideas on the military profession at his many duty stations

throughout his career. As a leader he encouraged and sometimes required subordinates to develop habits similar to his own, he was a strong advocate of individual learning. Patton was an avid believer in being totally immersed in one's profession. He realized that there was much to learn if officers were to be successful in combat. Patton was constantly in preparation throughout his life to gain the peak of proficiency and efficiency as an Army leader and in some aspects it actually totally possessed him.

Patton operated at the synthesis and evaluation throughout World War II. His crowning glory is probably his participation in the Battle of the Bulge. Patton foresaw the possibility of a German counterattack and had contingency plans developed to support the operation. He was able to successfully execute his counter attack plan due to his high level of understanding of the art of battle command.

Conclusion

Patton was taught and learned that history is replete with examples on how to understand the military profession and to improve his knowledge, skill, and ability. He became one of the best field generals that the United States Army ever produced. A large portion of his success can be directly attributed to his self-development practices. He followed the tenets of read, think, discuss, and write about professional subjects. He also improved his ability to understand battle command as he developed his knowledge and skills to see the enemy, see friendly units and to see the terrain (environment). These abilities allowed him to operate at the synthesis and evaluation level of understanding. This enabled him to make decisions and provide guidance to his subordinates. His grasp of leader attributes also enabled him to teach, coach, and mentor his subordinates.

Patton is an example for all Army leaders to personify in the area of self-development. He is a classic example of an officer who understood his profession. With the assistance of self-development Patton was able to reach and maintain a level of understanding at the synthesis and evaluation levels of Blooms Taxonomy. His self-development allowed him to stay abreast of his profession. Patton prescribed that officers should read military subjects three and one-half hours per week. This prescription coupled with the tenets of read, think, discuss, and write should contribute significantly to an officer's self-development program.

¹ Patton, George S. *War As I Knew It*. New York, NY: Bantam Books, 1980, xiii-xvi.

² Roger H. Nye. *The Mind of Patton*. New York, NY: Avery Publishing Group, 1993, 23.

³ Nye, 25-27.

⁴ Nye, 28.

⁵ Carlo D'Este. *Patton: A Genius for War*. New York, NY: Harper Collins Publishers, 1995, 152. Nye, 28-40.

⁶ Nye, 46.

⁷ Martin Blumenson. *The Patton Papers*. Boston, MA: Houghton Mifflin Company, 1972, 439, 472, 556, 631.

⁸ Nye, 46-47.

⁹ Blumenson, vol I, 676.

¹⁰ Blumenson, 723.

¹¹ Nye, 50-54.

¹² Nye, 53-54.

¹³ D'Este, 118, 316. Nye, 54-56.

¹⁴ Nye, 73-79.

¹⁵ Nye, 94.

¹⁶ D'Este, 349-351.

¹⁷ Blumenson, vol II, 43. Nye, 125.

¹⁸ Nye, 136.

¹⁹ Nye, 140-141.

²⁰ Bolger, Daniel. "Zero Defects: Command Climate in First US Army, 1944-1945," Military Review, May 1991, 65.

²¹ Bolger, 67.

²² Bolger, 68.

²³ Bolger, 70.

²⁴ Bolger, 75.

²⁵ Bolger, 75.

²⁶ Nye, 147.

²⁷ D'Este, 612-620.

²⁸ Ibid., 656-658.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Self-development is a means to master the art of battle command. Like a three-legged stool the institutional and operational pillars of leader development will not support the art of battle command by themselves. The third leg of self-development is required.

Self-development should receive renewed emphasis and focus. The current fast pace of technological development and complexity of information operations makes it that much more important to establish and follow a disciplined approach to self-development. The Noah Self-Development Model, figure 1, chapter 2, provides the focus that can help improve self-development.

The primary research question: How can current Army officers develop better self-development habits? Yes, both Truman and Patton provide multiple examples of how they studied history to prepare themselves for each of their tasks at hand. Both Truman and Patton demonstrated that they gained an understanding of their tasks and usually operated at the synthesis and evaluation level of Bloom's Taxonomy.

Truman studied history primarily to better understand people, politics, government (to include local, national and international), and the military. Patton studied history to understand the military profession especially the military mind and people. Both looked at the task of understanding history from an objective and practical standpoint. They studied the events based on the time of the event and applied the

lessons learned to their current situation. Both looked at the study of history from the prospective (tenets) of read, think, discuss, think, and write about the subject at hand.

It is fairly certain neither man read Wiggam's book The Mark's of an Educated Man, but both fell into the mold that Wiggam espoused. It is reasonably certain that both understood the art of battle command, Truman at the strategic level and Patton at the operational and tactical level of war. Both leaders were able to excel at their professions through their ability to become completely immersed in their craft. They understood that history provided many answers and examples to help them understand and make decisions on their modern day issues.

Neither Truman nor Patton probably explicitly understood what they were doing to prepare themselves for their profession. Both understood that they needed to prepare themselves beyond their formal education. That they understood it to be a form of self-development is doubtful as neither man ever mentioned the words. But they tacitly knew the definition.

What were some of the common threads? Both Truman and Patton firmly believed that reading history and reading in general were the key to understanding modern day problems. They both understood that you must read, think, discuss, and write to enable them to totally understand the problem and to develop a solution. This process can also be tied to Bloom's Taxonomy of understanding. Both understood that you needed to teach, coach and mentor subordinates to fully develop their knowledge, skills and abilities. Both Patton and Truman understood that they needed to be immersed in their profession that it must become second nature. In this sense they realized that they

must understand their profession well enough to make decisions (synthesis and evaluation).

The time to make decisions was not the time to study the problem. Both understood the criticality of accurate information and the ability to judge its accuracy. Both Truman and Patton have shown, and it is documented that they were well read in history and current events. They applied (indirectly) the method of read, think, discuss, think, and write (sometimes conversational). Their self-development process can be related directly to the Noah Self-Development Model at figure 1 in chapter 2.

Further, the fundamentals of battle command can be applied to their learning process. To understand the battle command definition and its tenets, dynamics and fundamentals enhance and focus a potential self-development program. Both believed that the key to present issues and future ideas was founded in history. Both communicated their thoughts from their readings through discussions with peers, subordinates, and superiors. Both based much of their decision making process on their historical readings and quoted history frequently and could relate history to current events. Both studied histories for a purpose: Truman studied to understand man, government, politics, and his current occupation. Patton, who aspired to be the best officer in the Army, studied military, American, and world history. Both were controversial in their field, their decisions frequently questioned. History and time have proven that they were both right. Both kept diaries, journals, and frequently wrote letters.

Battle command can be learned and enhanced through an effective self-development program. A professional reading program that focuses on reading, thinking, discussing, thinking and writing on the subject and Blooms six levels of understanding

found in The Noah Self-Development Model, figure 1, chapter 2, can improve self development.

Recommendations

Recommend that the Army leader development program include the Noah Self-Development Model. The model can:

1. Provide focus to the professional reading program. Officers should read, think, discuss, think and write about various topics. This focus should be integrated with the tenets, dynamics and fundamentals of battle command; see the enemy, see yourself (friendly forces) and the terrain (environment).
2. Provide a mechanism to allow for mentors to teach and coach.

It is not the intent to institutionalize self-development but to provide ample structure and support to enable the officer to learn more effectively.

Develop a strategy that enables officers to understand the lessons of history and its application to modern day problems. Both Truman and Patton had an ability to look into the future based on what they read and studied in history. Truman's quote--"The only things we don't know are found in the history we haven't read." This holds true then, now and in the future. This focus needs to be applied early in an officer's career in order to have the desired impact on self-development.

A second recommendation is develop a system that enforces leader participation in the self-development program. Junior leaders in most every case need some form of teach, coach and mentoring. It is important in a military profession to develop a culture that recognizes self-development as important, valuable, necessary and begin the self-

development process early in an officer's career. A key enabler for the self-development pillar is consistent senior Army leadership support. There may be a need to develop an awards system that further enhances the desire to be more involved in self-development.

A final recommendation, as the Department of the Army Pamphlet 350-58 (DAPAM 350-58) is revised that it includes the Noah Self-Development Model. DA PAM 350-58 as the Army's base document for leader development and is a possible start point for improving the self-development pillar. It also will provide the start point to influence the Army's leader development program. This model can help provide focus and enhance learning in an officers self-development program.

In conclusion, this thesis has provided some insights on how officers can better understand the art of battle command through self-development. It provides a model that can provide focus to a self-development program with the use of Blooms Taxonomy and proposed tenets (elements) for self-development. It also provides some specific examples of how Truman and Patton were able to use history as a tool for understanding and making decisions on their current issues.

The Noah Self-development Model could be integrated into the Army's self-development pillar and used as an aid to understand military readings and the overall collection of information. Also, the education and importance of self-development should be started early and nurtured throughout an officer's career. As an institution the Army needs to take advantage of every training opportunity and as resources continue to be in short supply self-development provides an inexpensive opportunity.

BIBLIOGRAPHY

Books

- Bass, Bernard M. A New Paradigm of Leadership: An Inquiry into Transformational Leadership. U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA, February 1996.
- Bernstein, Barton J. and Allen J. Matusow. The Truman Administration: A Documentary History. New York: Harper Colophon Books, Harper & Row, Publishers, 1968.
- Blumenson, Martin. The Patton Papers, 1985-1945. Volumes 1 and 2. Boston: Houghton Mifflin Company, 1972.
- Blumenson, Martin. Patton: The Man Behind the Legend. New York, NY: William Morrow and Company, Inc., 1987.
- Blumenson, Martin, and Stakesbury, James L. Masters of the Art of Command. DaCapo Press, Inc., New York, NY: 1975.
- Blumenson, Martin. The Battle of the Generals: The Untold Story of the Falaise Pocket the Campaign That Should Have Won World War II. William Morrow and Company, New York: 1993.
- Clausewitz (Von), Carl. On War. Edited with an Introduction by Anatol Rapoport. Penguin Books Ltd., Harmondsworth, Middlesex, England. Vom Kriege published 1832, this translation published by J. J. Granham 1908, published in Pelican Books 1968.
- D'Este, Carlo. Patton: A Genius for War. Harper Collins Publishers, Inc., New York, NY: 1995.
- Donovan, Robert J. The Words of Harry Truman. New York, NY: New Market Press, 1996.
- Dupuy and Dupuy. The Harper Encyclopedia of Military History. New York, NY: Harper Collins Publishers, Inc. 10 E. 53rd Street, 1993.
- Eisenhower, Dwight D. Crusade in Europe. New York, NY: Doubleday & Company, Inc., Garden City, 1948.

- Farago, Ladislav. The Last Days of Patton. McGraw-Hill Book Company, New York, NY: 1982.
- Fehrenbach, T. R. This Kind of War: The Classic Korean War History. The MacMillan Company, New York, Reprinted by U.S. Army Command and General Staff College, Fort Leavenworth, KS: 1994.
- Ferrell, Robert H. Off the Record: The Private Papers of Harry S. Truman, Columbia: University of Missouri Press: 1980.
- Fuller J. F. C. (MG). Generalship; Its Diseases and Their Cure. Military Service Publishing Co., Harrisburg, PA: 1936.
- The Great Commanders. Slim: Defeat Into Victory. Collectors Reprints, Inc., Pennington, NJ: (By Arrangement with Random House), 1996.
- _____. Patton: War AS I Knew. Published for The Great Commanders by Arrangement with Houghton Mifflin Company, 1994.
- _____. A Diary, Napoleon Bonaparte. Published for The Great Commanders by Arrangement with Houghton Mifflin Company, 1994.
- _____. A Soldiers Story, Omar N. Bradley. Published by arrangement with the estate of Omar N. Bradley and Henry Holt and Company, Inc., 1994.
- _____. Rommel; The Rommel Papers. Published by Collectors Reprints, Inc., Pennington, NJ, by arrangement with Harcourt Brace, 1995.
- Halderstram, David. The Best and the Brightest. Ballantine Books, New York, NY: 1992.
- Howard, Michael. Clausewitz. Oxford University Press, Walton Street, Oxford Great Britain: 1983.
- Joe, Leland, Grossman, John, Merrill, Doug, Nichiporuk, Brian. "High Performance Units for Force XXI: Interim Briefing," Rand Report DRR-1052-A, April: 1995.
- Kagan, Donald. On the Origins of War. Doubleday, New York, NY: 1995.
- Keegan, John. Six Armies in Normandy. Penguin Books, New York, NY: 1994.
- Keegan John. The Second World War. Viking Penguin Inc., New York, NY: 1989.

- Keegan, John. The Mask of Command. Elisabeth Sifton Books, Viking Penguin Inc., New York, NY: 1987.
- Kent, Rogers, Greenfield. Commnad Decisions. Center of Military History, United States Army, Washington, DC: 1990.
- Lacey, Michael J. The Truman Presidency. New York: Cambridge University Press, 1989.
- McCullough, David. Truman. New York: A Touchstone Book, Published by Simon and Schuster, 1993.
- MacArthur, Douglas. Reminiscences. The Great Commander Series. New York: Collectors Reprints, Inc., Pennington, NJ: 1997.
- Macgregor, Douglas A. Breaking the Phalanx. Praeger, Westport, CN: 1997.
- Manchester, William. American Caesar: Douglas MacArthur, 1880-1964. Bantam Doubleday Dell Publishing Group Inc., New York, NY: 1983.
- Marshall, S.L.A. Men Against Fire; The Problem of Battle Command in Future War. Gloucester, MA: 1978.
- Merriam, Sharon B. and Rosemary S. Caffarella. Learning in Adulthood. San Francisco, CA: Jossey-Bass Publishers, 1991.
- Miller, Merle. Plain Speaking: An Oral Biography of Harry S. Truman. New York, NY: Berkely Books, 1984.
- Nye, Roger H. The Patton Mind: The Professional Development of an Extraordinary Leader. Avery Publishing Group Inc., Garden City Park, New York, NY: 1993.
- Nye, Roger H. The Challenge of Command: Reading for Military Excellence. Avery Publishing Group Inc., Wayne, New Jersey, 1980.
- Puryear, Edgar F., Jr. 19 Stars: A Study in Military Character and Leadership. Presidio, Novato, CA: 1993.
- Ridgeway, Matthew, GEN. Soldier: The Memoirs of Matthew B. Ridgeway. Greenwood Press, Publishers, Weastport, CN: 1974.
- Rogers, Everett M. with F. Floyd Shoemaker. Communication of Innovations. The Free Press, New York Collier-MacMillan LTD. London, 1971.

- Rovere, Richard H. and Arthur Schlessinger, Jr. General Douglas MacArthur and President Truman. New Brunswick: Transaction Publishers, 1992.
- Schaller, Micheal. The Far Eastern General. New York: Oxford University Press, 1989.
- Stone, I. F. The Truman Era. New York: Monthly Press Review, 1953.
- Taylor, Robert L. and Rosenbach, William E. Military Leadership. Westview Press, Boulder, CO: 1992.
- Van Creveld, Martin. Command in War. Harvard University Press, Cambridge MA: 1985.
- Von Schell, Adolf. Battle Leadership. The Benning Herald, Fort Benning - Columbus, Georgia, USA, 1933. reprinted by the Marine Corps Association quantico, VA: 1988.
- Wakin, Malham M. War, Mobility and the Military Profession. Westview Press, Inc.; Frederick A. Praeger, Publisher; 5500 Central Avenue, Boulder, CO: 2d Edition 1986.
- Wiggam, Albert E. The Marks of an Educated Man. Indianapolis, IN: Bobbs-Merrill Company, 1930.
- Williamson, Porter B. Patton's Principles. Management and Systems Consultants, Inc., Tucson, AZ: 1979.
- Young, Desmond. Rommel: The Desert Fox. Quill, William Morrow, New York, NY: 1978.

Government Publications

- US Army. FM 22-100, Military Leadership. Washington, DC:, Headquarters, Department of the Army, 1990.
- _____. FM 22-102, Command (Initial Draft). Washington, DC: Headquarters, Department of the Army, 1995.
- _____. FM 22-103, Leadership and Command at Senior Levels. Washington, DC: Department of the Army, 1987.
- _____. FM 100-5, Operations. Washington, DC: Department of the Army, 1993.

- _____. FM 100-6, Information Operations: Washington, DC: Department of the Army, August 1996.
- _____. DA PAM 350-58, Leader Development for America's Army. Washington, D C: Headquarters Department of the Army, 13 October 1994
- _____. Battle Command: Leadership and Decision Making for War and Operations Other Than War, (Pamphlet, Draft 2.1). Fort Leavenworth, KS: Battle Command Battle Laboratory, 22 April 1994.
- _____. Battle Command Techniques and Procedures, Battle Command Battle Laboratory, Fort Leavenworth, KS: Undated.
- _____. TRADOC Pamphlet 525-200-1, Battle Command: US Army Battle Dynamic Concept, 1 December 1994.

Government Research Projects

- Deckert, James C. and others. Military Command Decision Making Expertise: Final Report, by Alphatec, Inc. for Army Research Institute (ARI) Fort Leavenworth, Kansas, March 1994
- Lussier, James, Critical Factors in the Art of Battle Command, July 1994. Army Research Institute, Fort Leavenworth, Kansas
- Lussier, James, and Litaveac Douglas L. Research Report 1628, Battalion Commander's Survey: Tactical Commanders Development Course Feedback, U.S. Army Research Institute for the Behavioral and Social Sciences, September 1992.
- Lussier James, Micheal Rex, Frame Adela. NTC-CD System: Recreating the NTC Experience. United States Army Research Institute for the Behavioral Social Sciences, October 1996 Fort Leavenworth, Kansas, 66027
- Spears John A., Colonel and others. Striking a Balance in Leader Development: A Case for Conceptual Competence. National Security Program Discussion Paper Series, 92-02
- Zaccaro, Stephen J. Models and Theories of Executive Leadership: A Conceptual/Emperical Review and Integration, U.S. Army Research Institute for the Behavioral and Social Sciences, October 1996

Periodicals

- Bacevich, A. J. "New Rules: Modern War and Military Professionalism." Parameters, December 1990.
- _____. "Old Myths: Renewing American Military Thought." Parameters, March 1988.
- Bahhenson, John C. and Cone, Robert W. "Defining the American Warrior Leader." Parameters, December 1990.
- Braddock, Edward S. "The Self-Development Test." Military Review, May 1994.
- Blumenson, Martin. "Essence of Command: Competence, Iron Soul." Army Magazine, March 1993.
- _____. "General Patton's Death," Army Magazine, December 1995.
- Collins, Joseph J. "Desert Storm and the Lessons of Learning." Parameters, Autumn 1992.
- Czerwinski, Thomas J. "Command and Control at the Crossroads." Parameters, Autumn 1996.
- Donovan, G. Murphy. "Sustaining the Military Arts." Parameters, September 1991.
- Eikenberry, Karl W. "Take No Casualties." Parameters, Summer 1996.
- Franks, Frederick M. Jr., General. "Battle Command: A Commander's Perspective." Military Review, May-June 1996.
- Luvass, Jay. "Military History: Is It Still Practicable?" Parameters, March 1982 and Summer 1995.
- Macgregor, Douglas A. "Future Battle: The Merging Levels of War." Parameters, Winter 1992-93.
- Madigan, James C., Major and Dodge, George E., Major. "Battle Command: A Force XXI Imperative." Military Review, November 1994.
- Nye, Roger H., "Whence Patton's Military Genius?" Parameters, Winter 1991-92.
- Peters, Ralph. "The New Warrior Class." Parameters, Summer 1994.

Rosello, Victor M. "Clausewitz's Contempt for Intelligence." Parameters, Spring 1991.

Rosenberger, John D., LTC. "Coaching the Art of Battle Command." Military Review, May-June 1996.

Sapolosky, Harvey M. and Sharpio, Jereny. "Casualties, Technology, and America's Future Wars." Parameters, Summer 1996.

Skelton, Ike. "Inspiring Soldiers to do Better Than Their Best." Military Review, September 1996.

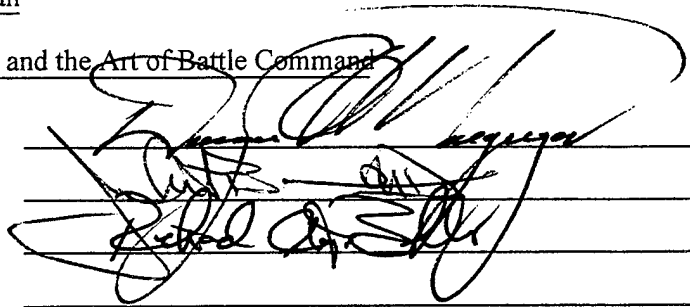
Sullivan, Gordon R. "Flexibility Sets the Pace at the Combat Training Centers." Army Magazine, July 1993.

INITIAL DISTRIBUTION LIST

1. Combined Arms Research Library
U.S. Army Command and General Staff College
250 Gibbon Avenue
Fort Leavenworth, Kansas 66027-2314
2. Defense Technical Information Center/OCA
8725 John J. Kingman Road, Suite 944
Fort Belvoir, Virginia 22060-6218
3. COL D. A. Macgregor
Commander 450
Box 17
APO AE 09705
4. SFC J. T. Broom
Combat Studies Institute
U.S. Army Command and General Staff College
1 Reynolds Avenue
Fort Leavenworth, KS 66027-1352
5. MAJ R. Bullis
Center for Army Leadership
U.S. Army Command and General Staff College
Fort Leavenworth, KS 66027

CERTIFICATION FOR MMAS DISTRIBUTION STATEMENT

1. Certification Date: 5 June 1998
2. Thesis Author: James C. Madigan
3. Thesis Title: Self-Development and the Art of Battle Command
4. Thesis Committee Members
Signatures:



5. Distribution Statement: See distribution statements A-X on reverse, then circle appropriate distribution statement letter code below:

A B C D E F X

SEE EXPLANATION OF CODES ON REVERSE

If your thesis does not fit into any of the above categories or is classified, you must coordinate with the classified section at CARL.

6. Justification: Justification is required for any distribution other than described in Distribution Statement A. All or part of a thesis may justify distribution limitation. See limitation justification statements 1-10 on reverse, then list, below, the statement(s) that applies (apply) to your thesis and corresponding chapters/sections and pages. Follow sample format shown below:

EXAMPLE

<u>Limitation Justification Statement</u>	<u>/</u>	<u>Chapter/Section</u>	<u>/</u>	<u>Page(s)</u>
Direct Military Support (10)	/	Chapter 3	/	12
Critical Technology (3)	/	Section 4	/	31
Administrative Operational Use (7)	/	Chapter 2	/	13-32

Fill in limitation justification for your thesis below:

<u>Limitation Justification Statement</u>	<u>/</u>	<u>Chapter/Section</u>	<u>/</u>	<u>Page(s)</u>
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____

7. MMAS Thesis Author's Signature: _____

STATEMENT A: Approved for public release; distribution is unlimited. (Documents with this statement may be made available or sold to the general public and foreign nationals).

STATEMENT B: Distribution authorized to U.S. Government agencies only (insert reason and date ON REVERSE OF THIS FORM). Currently used reasons for imposing this statement include the following:

1. Foreign Government Information. Protection of foreign information.
2. Proprietary Information. Protection of proprietary information not owned by the U.S. Government.
3. Critical Technology. Protection and control of critical technology including technical data with potential military application.
4. Test and Evaluation. Protection of test and evaluation of commercial production or military hardware.
5. Contractor Performance Evaluation. Protection of information involving contractor performance evaluation.
6. Premature Dissemination. Protection of information involving systems or hardware from premature dissemination.
7. Administrative/Operational Use. Protection of information restricted to official use or for administrative or operational purposes.
8. Software Documentation. Protection of software documentation - release only in accordance with the provisions of DoD Instruction 7930.2.
9. Specific Authority. Protection of information required by a specific authority.
10. Direct Military Support. To protect export-controlled technical data of such military significance that release for purposes other than direct support of DoD-approved activities may jeopardize a U.S. military advantage.

STATEMENT C: Distribution authorized to U.S. Government agencies and their contractors: (REASON AND DATE). Currently most used reasons are 1, 3, 7, 8, and 9 above.

STATEMENT D: Distribution authorized to DoD and U.S. DoD contractors only; (REASON AND DATE). Currently most reasons are 1, 3, 7, 8, and 9 above.

STATEMENT E: Distribution authorized to DoD only; (REASON AND DATE). Currently most used reasons are 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

STATEMENT F: Further dissemination only as directed by (controlling DoD office and date), or higher DoD authority. Used when the DoD originator determines that information is subject to special dissemination limitation specified by paragraph 4-505, DoD 5200.1-R.

STATEMENT X: Distribution authorized to U.S. Government agencies and private individuals of enterprises eligible to obtain export-controlled technical data in accordance with DoD Directive 5230.25; (date). Controlling DoD office is (insert).